# ACTAAP

**Arkansas Comprehensive Testing, Assessment & Accountability Program**

# District and School Test Coordinators' Manual

# The Iowa Tests®
# Grades K–9
# March 2007

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**Important Dates**

| | |
|---|---|
| District testing window for administering The Iowa Tests to grades K–9. | **March 1–30, 2007** |
| Deadline for districts to return scorable test booklets and Answer Folders for grades K–9. | **April 4, 2007** |

# Whom to Contact

For questions regarding the Grades K–9 Norm-Referenced Testing Program, please contact:

Dianne Al-Tikriti
Arkansas Customer Relations Representative
Riverside Publishing
Phone: 800-323-9540, extension 6737
Fax: 630-467-7192
E-mail: Dianne_ALTikrit@hmco.com

Meredith Durgin
Arkansas Senior Program Manager
Riverside Publishing
Phone: 800-323-9540, extension 6094
Fax: 630-467-7150
E-mail: Meredith_Durgin@hmco.com

For questions regarding material shipments or to order additional materials, please contact:

Katie Asp
Arkansas Program Coordinator
Questar Educational Systems
Phone: 800-643-8547
Fax: 866-688-0419
E-mail: kasp@QuestarEd.com

Regarding the application and handling of student identification labels, please e-mail questions to:

Cathy Schulten
Barcode Administrator, Riverside Publishing
E-mail: barcode@hmco.com

For additional information on Riverside products, please contact:

Dr. Michael Ward
Assessment Consultant, Riverside Publishing
Phone: 800-323-9540, extension 6319
E-mail: michael_ward@hmco.com

For information on state policy regarding the Arkansas Norm-Referenced Testing program, please contact:

Dr. Gayle Potter
Associate Director, Academic Standards and Assessment
Arkansas Department of Education
4 State Capital Mall, Room 106A
Little Rock, AR 72201-1071
Phone: 501-682-4558
Fax: 501-682-4886

# Table of Contents

# General Information

### Introduction

The Arkansas Department of Education (ADE), in accordance with Act 35
Second Extraordinary session of 2003, requires the administration, scoring, and
reporting of a norm-referenced examination for grades K–9. The assessment
will help the ADE to implement the portions of Act 35 Second Extraordinary
session of 2003 that requires the State Board of Education to develop a
comprehensive testing and assessment program. The program should serve as a
complement to a major criterion-referenced testing (CRT) program that directly
measures the state content standards and is the primary instrument for school
accountability. The norm-referenced test (NRT) will help educators better
understand students' academic strengths and weaknesses so educators can
improve instruction; chart longitudinal growth patterns for students and schools
across time; evaluate educational programs; and show Arkansas's leaders,
educators, and parents how their students' achievements compare with other
students across the nation.

Students in grades K–9 will be given The Iowa Tests® in the spring of 2007. Riverside
Publishing, along with Questar, will provide materials and services to support the
successful implementation of the program.

### This *District and School Test Coordinators' Manual*

This manual contains general information related to The Iowa Tests, information on
key events related to the test administrations, and the overall administration schedules.
It also contains specific instructions for District and School Test Coordinators,
including procedures for the receipt and inventory of test materials, the distribution of
materials to schools and to Test Administrators, and the return of materials. Specific
information and instructions for Test Administrators are contained in the
*Test Administration Manuals* for The Iowa Tests.

District and School Test Coordinators should be familiar with the information
contained in this manual and also with the information provided in the
*Test Administration Manuals* for The Iowa Tests. While you may review the
information contained in the *Test Administration Manuals* for grades 4–8 and grade 9
prior to the start of testing, the *Test Administration Manuals* for The Iowa Tests at
grades K–3 contain actual test items and are therefore, secure materials. The K–3
manuals are provided in shrink-wrapped packages that may not be opened until the first
day of testing. The same security procedures as for handling the test booklets apply to
these manuals.

**Advance Announcements**

An announcement of testing dates and a reminder before the first day of testing is necessary. Testing dates should be made known to parents and students in advance so that students come to school well rested and equipped with two No. 2 pencils on the days of the test.

There should also be an advance announcement to students that they should bring calculators, if the school does not provide calculators.

**Student Labels for The Iowa Tests at Grades K–9**

Student labels are provided for use on the consumable test booklets at grades K–2 and answer folders at grades 3–9, so that student information requested on the student demographic page will not need to be entered and gridded for those students for whom labels are provided. The information bar-coded on the labels was obtained from the Arkansas Public School Computer Network (APSCN). The fields that will be **printed** on the barcodes and therefore visible are: (1) student name (last, first); (2) district name; (3) district LEA number; (4) school name; (5) school LEA number; (6) student date of birth; (7) grade; (8) Student ID number; (9) gender; and (10) test date. Additional data will be included in the barcode that will not be visible. This data was obtained from APSCN as well. The fields that will be included on the barcode but that will not be visible are: (1) Ethnicity; (2) Free/Reduced Lunch; (3) Migrant Student; (4) Highly Mobile; (5) Gifted and Talented; (6) LEP. **Any student that needs to be identified as "Reading First Funded", "LEP<1 Year", or coded with any ESI (Exceptional Student Identification) or Accommodations- will need to be hand-gridded on the answer document. These codes are not included anywhere on the barcode. There are spaces on both the scannable test booklets (K–2) and the answer documents to grid this information. There are instructions in both the Test Coordinator's Manual and the Test Administrator's Manuals (all grades) on how to code this information.** You should receive labels for all students for whom your district provided information to APSCN. For students without labels, all of the information requested on the front cover will need to be entered and gridded as has been done in previous years. Please note that there is a place on the answer folder (grades 3–9 only) to bubble "displaced student." This does not apply for the 2007 assessment. This was needed in 2006 for students that relocated to Arkansas after the hurricanes.

Directions for use of the labels are provided in the *Test Administration Manuals*. Also, the labels must be applied on the answer documents/scannable tests booklets carefully and correctly to ensure that the barcode can be read properly by the scanning equipment.

# Overview of the 2007 NRT Assessment Schedule

**Schedule of Events**

| Event | Date |
|---|---|
| Districts receive non-secure test materials, pre-ID bar-code labels for grades K–9, return kits for grades K–9, *District Test Coordinators' Manuals* for grades K–9, answer folders for grades 3-9, and *Test Administration Manuals* for grades 4–8 and 9. | Week of February 12, 2007 |
| Districts receive secure test materials for grades K–9, test booklets for grades K–9, *Test Administration Manuals* for grades K–3, and large print and Braille test booklets (if ordered). | Week of February 19, 2007 |
| District testing window for administering The Iowa Tests to grades K–9. | **March 1–30, 2007** |
| Districts complete makeup testing for grades K–9. | March 30, 2007 |
| Deadline for districts to return scorable materials for grades K–9. | April 4, 2007 |
| Deadline for districts to return secure non-scorable materials for grades K–9. | April 6, 2007 |

**No part of any test may be given early. Early testing constitutes a breach of security.**
See Appendix A for more information about test security.

**Makeup Testing**

Makeup testing sessions may be scheduled for any day after the initial administration. However, all makeup testing must be completed no later than:

**March 30, 2007 (Grades K–9)**

Every attempt should be made to administer makeup tests to students who were absent during original test sessions.

**Interruption of Testing Sessions**

Circumstances over which you have no control (e.g., power failures, fire drills) may disturb the students during testing. If an interruption occurs during a testing session, Test Administrators are instructed to collect the student test materials and place them in a designated secure location. The District Test Coordinator must be notified of the interruption and must then call the Arkansas Department of Education at 501-682-4558 for instructions prior to resuming testing. Interruptions should not reduce the total amount of time students are given to complete the test sessions.

# The Iowa Tests: Grades K–2 Testing Information and Guidelines

**Testing with the Kindergarten (Level 5) Complete Battery**

The teacher presents all questions orally. Students mark their answer choices by filling in a circle for each question in their consumable test booklets, which will later be machine scored.

| Test | Start Page | End Page | Number of Questions | Time in Minutes (Approx.) | Brief Description |
|---|---|---|---|---|---|
| Vocabulary | 1 | 10 | 29 | 20 | This test measures listening and vocabulary. Students hear a word or a word used in a sentence, and choose one of three pictorial responses. Equal numbers of nouns, verbs, and modifiers are used in the test. |
| Word Analysis | 11 | 15 | 30 | 20 | This test is intended to assess how well students can recognize letters and letter-sound relationships. Only letters and pictures are presented as response options. |
| Listening | 16 | 23 | 29 | 30 | Short scenarios are presented orally, and then a multiple-choice question is read. Because all response options are pictorial, the test requires no reading. Students must demonstrate both literal and inferential understanding of what they hear. |
| Language | 24 | 31 | 29 | 25 | This test measures students' ability to understand how language is used to express ideas. Skills measured include the use of prepositions, singular-plural associations, and comparatives and superlatives. Questions are presented as short scenarios, and students answer by choosing one of three pictorial response options. |
| Mathematics | 32 | 39 | 29 | 25 | This test consists of questions about beginning math concepts, problem solving, and math operations. Skills tested are numeration, geometry, measurement, and applications of addition and subtraction in word problems. The test questions are presented orally, and response options are pictorial or numerical. |

**Testing with the Grade 1 (Level 7) Core Battery**
The teacher presents all questions orally. Students mark their answer choices by filling in a circle for
each question in their consumable test booklets, which will later be machine scored.

| Test | Start Page | End Page | Number of Questions | Time in Minutes (Approx.) | Brief Description |
|---|---|---|---|---|---|
| Vocabulary | 1 | 5 | 30 | 15 | This test measures reading vocabulary. A pictorial or written stimulus is followed by a set of words. Approximately equal numbers of nouns, verbs, and modifiers are tested. The content focus is on general vocabulary. There are two untimed portions of the test; students work at their own pace on both segments. |
| Word Analysis | 6 | 10 | 35 | 15 | This test assesses how well students know letter-sound relationships. Both pictures and words are used as stimuli and response choices. All questions are administered orally. |
| Reading | 11 | 20 | 34 | 35 | This test presents students with a variety of tasks. The first part presents pictures that tell a story. Students must complete sentences about the stories by choosing a word to fill in a blank. The second part involves reading sentences. Students select a word that best completes each of several sentences. The remainder of the test consists of written stories followed by multiple-choice questions. A number of questions ask the students to make inferences or to generalize about what they have read. |
| Listening | 21 | 28 | 31 | 25 | In this test, short oral scenarios are followed by one or more multiple-choice questions. Because all response choices are pictorial, scores from this test are not derived from students' reading abilities. This test requires students to demonstrate both literal and inferential understanding. |
| Language | 29 | 34 | 46 | 30 | This test assesses students' ability to use some of the conventions of standard written English. The four test parts assess spelling, capitalization, punctuation, and writing skills involving usage and expression. Both the test questions and the response choices are administered orally. |
| Math Concepts | 35 | 39 | 29 | 20 | In this test, students must demonstrate their understanding of and ability to apply a variety of concepts in these areas: number properties and operations, geometry, measurement, and number sentences. The questions on this test are administered orally. The response options for each question are either pictorial or numerical. |
| Math Problems | 40 | 45 | 28 | 25 | For some questions, brief word problems are presented; students solve the problems and then select the correct response from the choices provided. One choice is "N," meaning the solution is not given. For some questions, students select a number sentence that could be used to solve the problem. Finally, some questions involve the interpretation of data presented in graphs or tables. This test is administered orally. |

## Testing with the Grade 2 (Level 8) Core Battery

The teacher presents all questions orally. Students mark their answer choices by filling in a circle for each question in their consumable test booklets, which will later be machine scored.

| Test | Start Page | End Page | Number of Questions | Time in Minutes (Approx.) | Brief Description |
|---|---|---|---|---|---|
| Vocabulary | 1 | 5 | 32 | 15 | This test measures reading vocabulary. A pictorial or written stimulus is followed by a set of words. Approximately equal numbers of nouns, verbs, and modifiers are tested. The content focus is on general vocabulary. There are two untimed portions of the test; students work at their own pace on both segments. |
| Word Analysis | 6 | 9 | 38 | 15 | This test assesses students' skills involving letter-sound relationships and word structures using affixes and compound words. Both pictures and words are used as stimuli and response choices. All questions are administered orally. |
| Reading | 10 | 18 | 38 | 35 | This test presents students with a variety of tasks. The first part presents pictures that tell a story. Students must complete sentences about the stories by choosing a word to fill in a blank. The second part involves reading sentences. Students select a word that best completes each of several sentences. The remainder of the test consists of written stories followed by multiple-choice questions. A number of questions ask the students to make inferences or to generalize about what they have read. |
| Listening | 19 | 26 | 31 | 25 | In this test, short oral scenarios are followed by one or more multiple-choice questions. Because all response choices are pictorial, scores from this test are not derived from students' reading abilities. This test requires students to demonstrate both literal and inferential understanding. |
| Language | 27 | 32 | 54 | 30 | This test assesses students' abilities to use some of the conventions of standard written English. The four test parts assess spelling, capitalization, punctuation, and writing skills involving usage and expression. Both the test questions and the response choices are administered orally. |
| Math Concepts | 33 | 37 | 31 | 20 | The questions on this test are administered orally. The response options for each question include pictures, numbers, or words. Students must demonstrate their understanding of, and ability to apply, a variety of concepts in these areas: number properties and operations, geometry, measurement, and number sentences. |
| Math Problems | 38 | 44 | 30 | 25 | For some questions, brief word problems are presented; students solve the problems and then select the correct response from the choices provided. One choice is "N," meaning the solution is not given. For some questions, students select a number sentence that could be used to solve the problem. Finally, some questions involve the interpretation of data presented in graphs or tables. This test is administered orally. |

# The Iowa Tests: Grades 3–8 Testing Information and Guidelines

### Grade 3 Testing Information

The teacher presents the questions for Word Analysis and Listening orally. Students mark their answer choices by filling in a circle for each question in their answer folder, which will later be machine scored.

| Session | Items | Test Booklet Page Numbers | Time | Contents |
|---|---|---|---|---|
| Vocabulary | 29 | 3–5 | 15 min. | A test about words & their meanings. Each question presents a word in the context of a short phrase or sentence. Students select the answer that has the same meaning as the target word. At all levels, words tested represent general vocabulary rather than the specialized vocabulary used in subject matter areas. |
| Reading Comprehension Part 1 | 17 | 8–13 | 25 min. | A test of how well you understand what you read. Each test consists of reading passages of varying length and difficulty. There is at least one narrative, a poem, and one passage about a science and social studies topic. Fiction, folk tales, an essay, biographical sketches, a "how-to" piece, editorial, and expository nonfiction round out the selections. Some passages are excerpts from previously published works, while others have been commissioned for The Iowa Tests™. Variety in the test materials makes it possible for students' scores to be generalized over a broad range of reading purposes and content. Test items assess three types of understanding. Factual questions tap students' literal understanding of what is stated in the text. Inferential/interpretive questions require students to read between the lines to demonstrate their understanding of what is implied. Analysis and generalization questions require students to "step back from" the text to generalize about a passage's main points or ideas or to analyze aspects of the author's viewpoint or use of language. The Reading Comprehension test at Level 9 is administered in two separate testing periods of 25 and 30 minutes. |

| Session | Items | Test Booklet Page Numbers | Time | Contents |
|---|---|---|---|---|
| Reading Comprehension Part 2 | 20 | 14–19 | 30 min. | See Reading Comprehension Part 1. |
| Spelling | 28 | 21–24 | 12 min | A test to show how well you can spell. Spelling questions offer four words, one of which may be misspelled, and a fifth "*No Mistakes*" option. |
| Capitalization | 24 | 25–28 | 12 min. | A test to show how well you use capital letters in sentences. This test presents brief written contexts, asking students to identify which line, if any, contains a capitalization error. |
| Punctuation | 24 | 29–32 | 12 min. | A test to show how well you can use periods, question marks, commas, & other kinds of punctuation. This test presents brief written contexts, asking students to identify which line, if any, contains a punctuation error. |
| Usage & Expression | 30 | 29–40 | 30 min. | A test of how well you can use words according to standards of correctly written English. Usage and Expression tests present brief written contexts, asking students to identify which line, if any, contains an error. In the Usage and Expression test, students also read stories and are asked to choose the most effective way to express ideas, organize paragraphs, or write an opening, transitional, or concluding sentence or paragraph. |
| Math Concepts & Est. Part 1 (Calculator) | 24 | 41–46 | 25 min. | A test of how well you understand the number system & the terms & operations used in math. The tests emphasize the ability to do quantitative reasoning and to think mathematically in a wide variety of contexts. This test requires students to demonstrate their understanding of fundamental ideas in the areas of number properties and operations, geometry, measurement, algebra, probability and statistics. |
| Math Concepts & Est. Part 2 (NO calculator) | 7 | 47–49 | 5 min. | A test of your skill in estimating answers to math problems. This separately timed Estimation section tests mental arithmetic, number sense, and various estimation skills such as rounding. |
| Math Prob. Solving & Data Interpretation (Calculators) | 22 | 50–58 | 30 min. | A test of your ability to solve math problems using information from stories, graphs, & tables. This test includes word problems that require one or more steps to solve. In many cases, students select an appropriate method or approach, rather than compute an answer. At Level 9, several real-world "stories" form the basis for sets of three to four problems, each requiring somewhat different skills to solve. |
| Math Computation (NO Calculators) | 25 | 59–61 | 15 min. | A test of math computation. Each problem in Math Computation involves fractions, decimals, and various combinations of these, depending on the test level. The test requires one arithmetic operation — addition, subtraction, multiplication, or division. The problems require operations with whole numbers. Students must work a problem and compare their answer with the choices given. The last answer option is "N," meaning the correct answer is "*Not given*." |

| Session | Items | Test Booklet Page Numbers | Time | Contents |
|---|---|---|---|---|
| Social Studies | 30 | 63-68 | 30 min. | A test of your knowledge & understanding of social studies. A number of questions ask students to respond to materials such as political cartoons, graphs or charts on social data, timelines, or excerpts from historical texts. The content of the questions is drawn from the ten thematic strands identified by the National Council for the Social Studies (NCSS) and covers four broad areas:<br><br>• History — Culture, time, continuity, and change<br>• Geography — People, places, and environments; global connections<br>• Economics — Production, distribution, and consumption; science, technology, and society; global connections<br>• Government and society — Power, authority, and governance; civic ideals and practices; individual development and identity; individuals, groups, and institutions |
| Science | 24 | 69-74 | 30 min. | A test of your knowledge & understanding of science. The Science tests at all levels assess not only students' knowledge of scientific principles and information but also the methods and processes of scientific inquiry, in accordance with the recommendations of The American Association for the Advancement of Science (AAAS) and the National Science Teachers Association (NSTA). Included in Level 9 are scenarios presenting real-life science investigations with questions emphasizing the thought processes used in designing and conducting research and in analyzing data. The four major content areas covered in the Science tests are:<br><br>• Scientific inquiry — Methods of science; analysis and interpretation of data<br>• Life science — Structures and life cycles of living things; environmental interactions<br>• Earth and space science — Earth's composition and structure and its changes; the universe<br>• Physical science — Forces and motion; energy; properties of and changes in matter |
| Maps & Diagrams | 24 | 75-80 | 30 min. | A test about using maps & diagrams to get information. In the Maps and Diagrams test, students demonstrate their ability to use visual materials such as maps, tables, charts, and schematic diagrams. Skills tested include locating information, interpreting it, and analyzing it in order to draw conclusions. |

| Reference Materials | 28 | 81-86 | 25 min | A test about using reference materials & libraries. The Reference Materials test focuses on the skills and search strategies needed to obtain information from various sources. There is an emphasis on strategies for gathering information and on the thoughtful selection of reference sources, including judging the quality of research results. The test has been designed to assess skills, such as the selection of keywords that are important when using both electronic and traditional reference sources. |
|---|---|---|---|---|
| Word Analysis | 31 | N/A | appx. 20 min. | A test about words & word parts. This test assesses students' phonological awareness and understanding of word parts. Included are basic letter-sound questions, but more complex word-building tasks involving affixes and compound words are introduced at this level as well. |
| Listening | 31 | N/A | appx. 25 min. | A test about understanding what you hear. The Listening test contains short scenarios followed by comprehension questions, all presented orally. The test not only measures literal understanding, such as how well students follow directions or visualize objects, but also the ability to make inferences, understand concepts and sequences, and predict outcomes. |

# Grades 4–8 Test Lengths and Times

The following tests from Levels 10–14 of the *Iowa Tests of Basic Skills*® *(ITBS*®) Complete Battery will be used for grades 4–8. The grade level, *ITBS* level, time required to administer the tests, and number of test questions per grade/level are provided below.

| Required *ITBS* Test | Time in Minutes | Number of Questions per Grade/Level | | | | |
|---|---|---|---|---|---|---|
| | | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| | | Level 10 | Level 11 | Level 12 | Level 13 | Level 14 |
| **Vocabulary** | 15 | 34 | 37 | 39 | 41 | 42 |
| **Reading/Reading Comprehension** | | | | | | |
| Session 1 | 25 | | | | | |
| Session 2 | 30 | 41 | 43 | 45 | 48 | 52 |
| **Language** | | | | | | |
| Spelling | 12 | 32 | 36 | 38 | 40 | 42 |
| Capitalization | 12 | 26 | 28 | 30 | 32 | 34 |
| Punctuation | 12 | 26 | 28 | 30 | 32 | 34 |
| Usage and Expression | 30 | 33 | 35 | 38 | 40 | 43 |
| **Mathematics** | | | | | | |
| Math Concepts and Estimation[*] | 25+5 | 36 | 40 | 43 | 46 | 49 |
| Math Problem Solving and Data Interpretation | 30 | 24 | 26 | 28 | 30 | 32 |
| Math Computation | 15 | 27 | 29 | 30 | 31 | 32 |
| **Social Studies** | 30 | 34 | 37 | 39 | 41 | 43 |
| **Science** | 30 | 34 | 37 | 39 | 41 | 43 |
| **Sources of Information** | | | | | | |
| Maps and Diagrams | 30 | 25 | 26 | 28 | 30 | 31 |
| Reference Materials | 25 | 30 | 32 | 34 | 36 | 38 |
| **Total (Time/Questions per level)** | **326 min.** | **402** | **434** | **461** | **488** | **515** |

[*]*Note.* This test is administered in two parts and two separately timed sessions.

# The Iowa Tests: Grade 9 Testing Information and Guidelines

**Grade 9 Test Lengths and Times**

The following tests from Level 15 of the *Iowa Tests of Educational Development*® *(ITED*®*)* Complete Battery will be used at grade 9. The names and the length of the tests and the time required to complete them are provided in the following table.

| *Iowa Tests of Educational Development,* **Grade 9: Level 15** | | |
|---|---|---|
| | **Time in Minutes** | **Number of Questions** |
| **Vocabulary** | 15 | 40 |
| **Reading Comprehension** | 40 | 44 |
| **Language: Revising Written Materials** | 40 | 56 |
| **Spelling** | 10 | 30 |
| **Mathematics: Concepts and Problem Solving** | 40 | 40 |
| **Computation** | 15 | 30 |
| **Analysis of Social Studies Materials** | 40 | 50 |
| **Analysis of Science Materials** | 40 | 48 |
| **Sources of Information** | 20 | 40 |
| **TOTAL** | **260** | **378** |

# Guidelines for Students to Be Tested

**Students to Be Tested**

In spring 2007, The Iowa Tests should be administered to all students in Grades K–9 who can be tested under standardized conditions with or without accommodations.

Tests are administered to all students, including:

- Title I students—all students identified as Free and/or Reduced Lunch
- Transfer students—any student enrolled on or before the first day of testing
- LEP students—if school personnel determine that testing is appropriate with or without accommodations
- Disabled students—if their IEP indicates testing is appropriate with or without accommodations

Exceptions:

- Home-schooled students
- Homebound students
- Incarcerated students
- Students in residential treatment centers
- Students in juvenile detention centers

The following guidelines apply to exceptional students:

**Disabled Students (P.L. 94-142)**

Students identified as disabled pursuant to P.L. 94-142 and under Section 504 of the Rehabilitation Act of 1973, as amended, should be included in The Iowa Tests if their Individualized Educational Plans (IEPs) indicate that testing is appropriate, with or without accommodations. In addition, students in School Age Programs (DDS) should be assessed. This requirement began with the 2002/2003 school years. Students in day treatment programs also should be assessed.

If a student's IEP indicates that it is inappropriate to administer The Iowa Tests, the district is not required to submit a document for that student. The district should maintain detailed records that explain why a given student did not participate in the assessment.

**Limited English Proficient (LEP) Students**

The decision to test LEP students is based on the professional judgment of the LPAC that consists of appropriate district and LPAC personnel. The following are considered to determine language proficiency: (1) reading inventories, (2) writing samples, (3) teacher observations, (4) teacher-made tests, and (5) grades.

Use the following questions to make decisions regarding testing LEP students with the *Iowa Tests of Basic Skills* or the *Iowa Tests of Educational Development.* LEP students can be tested with our without accommodations.

1. The LPAC makes the decision based on the individual student.
2. The individual student must be identified as having limited English proficiency, based on the use of an English proficiency assessment instrument, such as the Language Assessment Scales (LAS), MACII, or an assessment instrument of the district's choice approved by the ADE.
3. The determination that The Iowa Tests are not appropriate for an LEP student is left to the professional judgment of the appropriate district personnel (the LPAC).
4. Documentation that the assessment was deemed inappropriate must be maintained at the district level for all students.

Contact Andre Guerrero at 501-682-5014 for further information.

Information on coding an LEP student's document can be found in the *Test Administration Manual.*

**First-Year LEP Students**

LEP students enrolled in their first year in a U.S. school who are scheduled to participate in The Iowa Tests must be properly coded on the students' answer documents. The answer documents cannot be reassigned once they are returned for scoring.

**Transfer Students**

Any student who is enrolled on or before the first day of testing should be tested.

**Migrant Students**

Students meeting the following guidelines should be tested:

> Children of migratory agricultural workers or migratory fishers, including children who are workers themselves and the spouses of such workers, who have been identified by the Migrant Education Program (MEP) as migrant children.

For questions related to migrant student information, please have the District Test Coordinator contact William Cosme or Stan Young at 501-324-9660.

To identify migrant students, Test Administrators must code each student's answer document. The instructions for coding student answer documents are contained in each *Test Administration Manual.*

**Highly Mobile Students**

Any student enrolled in the district or school after October 1, 2006, should be tested.

To identify highly mobile students, Test Administrators must code each student's answer document. The instructions for coding student answer documents are contained in each *Test Administration Manual*.

# Test Security

**Security Procedures**

Materials may leave the Superintendent's office **no more than five school days before the first testing session,** unless the size of the district absolutely necessitates more time for distribution.

Security ID numbers will be assigned to and printed on all test booklets for grades K–9, and *Test Administration Manuals* for grades K–3. These materials will be shrink-wrapped with range sheets indicating the security numbers and quantities of the test booklets or manuals enclosed in the package.

**For security reasons, the ADE recommends that shrink-wrapped packages be opened on the first day of the testing only.** No one may look inside the test booklets or K–3 *Test Administration Manuals* for any reason. No materials should be distributed to Test Administrators until the first day of testing. Maintaining test security is a serious responsibility for the District Superintendent, the District Test Coordinator, and the School Test Coordinators. They must be aware of the security risks involved in the testing situation. A breach of security is one of the reasons for loss of a license in the state of Arkansas.

The list of test security guidelines is contained in Appendix A and is also contained in the *Test Administration Manuals.* All personnel involved with The Iowa Tests should read and become familiar with these guidelines.

**Test Security Affidavits**

District Superintendents, District Test Coordinators, Building Principals, School Test Coordinators, and Test Administrators must sign affidavits regarding the security of test materials. Each district will receive one set of affidavits, which must be copied as needed to provide forms to the schools and to all Test Administrators for the grade levels that are tested. The affidavits are not grade specific. The boxes for the grade levels for which the affidavit is completed and signed must be checked. There are three types of affidavits:

**Affidavit 1—District Level Test Security Form.** A district-level affidavit must be signed by the District Superintendent and District Test Coordinator. Only one (1) copy of Affidavit 1 should be signed for all grade levels in the district.

**Affidavit 2—School Level Security Form.** A school-level affidavit must be signed by the School Test Coordinator and Building Principal. The District Test Coordinator should make copies of the school-level affidavits and provide one for every school with students who are being tested. Only one (1) copy of Affidavit 2 should be signed for all grade levels in the school.

**Affidavit 3—Test Administrator Security Form.** The Test Administrator affidavit contains space for the signatures of five (5) Test Administrators. The District Test Coordinator should make copies of the Test Administrator affidavits in order and provide one for every school with students who are being tested. Each school may make as many copies as necessary for all Test Administrators to sign. Submit a separate affidavit for each grade level that is tested. **A separate affidavit must be signed for each grade**. All completed and signed affidavits must be returned on top of the first box of secure non-scorable materials according to instructions provided in this manual.

**Test Booklet Security Form**

Schools will receive a Test Booklet Security Form for each grade level that is tested. The form must be used to distribute test booklets to Test Administrators and to account for all test booklets after testing. Space is provided on the form to enter the range of test booklet security ID numbers assigned to each Test Administrator. Space is also provided for School Test Coordinators and Test Administrators to initial the form when test booklets are distributed to the Test Administrator and when they are returned to the School Test Coordinator on a DAILY basis.

A separate Test Booklet Security Form will be provided for large-print and Braille test booklets. The completed Test Booklet Security Form must be returned on top of the first box of secure non-scorable test booklets according to the instructions provided in this manual.

**K–3 *Test Administration Manual* Security Form**

*Test Administration Manuals* for grades K–3 contain "live" (operational) items and are secure. Schools will receive a K–3 *Test Administration Manual* Security Form for each grade level that is tested. The form must be used to distribute K–3 *Test Administration Manuals* to Test Administrators and to account for all *Test Administration Manuals* after testing. Space is provided on the form for entering the *Test Administration Manual* security ID numbers assigned to each Test Administrator. Space is also provided for School Test Coordinators and Test Administrators to initial the form when manuals are distributed to the Test Administrator and when they are returned to the School Test Coordinator on a DAILY basis. The completed K–3 *Test Administration Manual* Security Form must be returned with the non-scorable secure materials according to the instructions provided in this manual.

# Requirements for Student Materials

During each test session, students at grades 3–9 must use the same test booklet and answer folder (or consumable test booklet at grades K–2) that they were given at the beginning of testing. The test booklet and answer folder at grades 3–9 must be kept together throughout ALL sessions. Therefore, it is strongly advised that students be tested in the same group each day. Students in grades K–2 will use consumable test booklets and will mark their responses directly in the test booklet.

**Materials Used During Testing**—Students must not use any materials (e.g., books, magazines, newspapers, homework) except testing materials during the testing sessions. If a student finishes a session early, he or she may review only the current session's test answers and then sit quietly.

**Scratch Paper**—Only students in Grades 1 and 2 will use scratch paper. All scratch paper must be labeled with Student Name, Class Name, and School Name and must be collected after testing and returned to Riverside Scoring Service. The scratch paper must be returned with the non-scorable materials.

Students in grades 3–9 may write in their test booklets if extra space is needed. Students may use blank spaces in their test booklets to do scratch work. Scratch paper is not allowed at grades 3–9 and is considered a breach of security. Only answers recorded on the answer folders will be scored.

**Markers (Placeholders)**—Markers (Placeholders) **are not permitted** at any grade level. Students are to use their finger to keep their place in the test booklet during testing.

**Highlighters**—Highlighters may be used on the test booklets for grades 3–9 only. NO highlighters may be used on answer folders or consumable test booklets. Use of highlighters may adversely affect the scoring of the documents at grades K–2 because they are scannable booklets.

# Preparations for Testing

**Preparing Students, Parents, and Teachers**

Student, parent, and teacher attitudes strongly influence the overall success of the test administration. Parent and teacher attitudes influence student attitudes that, in turn, will be reflected in the students' performance results. There are a number of reasons why students bring negative attitudes to the testing process, many of which can be directly linked to the attitudes of adults, who are supposed to be supporting student success. The following is a partial list of attitudes, perceptions, or circumstances that will significantly impact the test results:

- The testing program lacks importance (to students or parents).
- The tests are too difficult or too easy.
- The tests do not reflect what the student needs to know to be prepared for the future.
- Teachers do not seem to care.
- Parents do not seem to care.
- Testing conditions are not conducive to good concentration.
- The test administration is poorly organized, confusing, or haphazard.
- Test results are misunderstood or misinterpreted.

To mitigate these perceptions, it is essential that the District and School Test Coordinators, Test Administrators, and all district personnel work together to provide a testing experience that maximizes students' performance results. It is important that district staff model behaviors that demonstrate positive and constructive attitudes toward testing. The following preparations should also be instituted:

- Stress the importance of the examinations to both students and parents well in advance of testing.
- Stress the importance of the examinations to teachers well in advance of testing.

**Training Test Administrators**

All personnel who administer The Iowa Tests and/or who act in a supervisory capacity during testing must be currently licensed by the Arkansas Department of Education as a teacher or administrator. An essential role for District and School Test Coordinators is training the Test Administrators. This training is required by law and helps to overcome some of the negative perceptions about testing.

The district must develop and conduct training sessions for Test Administrators prior to the test administration. The *Test Administration Manuals* for grades 4–8 and for grade 9 should be distributed upon receipt so that Test Administrators may review them prior to training. A formal training session should be held at least three days prior to testing and should include review of:

- The testing schedule and Test Administrator responsibilities
- The Iowa Tests, grades 4–8 and 9 *Test Administration Manuals*
- The summary information provided on The Iowa Tests at grades K–3 contained on pages 5 - 7 of this manual
- Students to be tested and accommodations for testing
- Preparation of materials prior to and after testing
- The dates by which materials must be prepared for testing and returned to the School Test Coordinator
- All security requirements to be followed prior to, during, and after testing

NOTE: The *Test Administration Manuals* for grades K–3 are secure materials. Packages may not be opened until the first day of testing.

**Selecting and Preparing Test Administration Site(s)**

Because the administration of The Iowa Tests requires that a substantial amount of testing be done in just a few days, preparation for the receipt of materials, test administration, and return of materials is critical. **Since students must use the same test booklet and answer document each day of the test, it is strongly advised that students be tested in the same group each day.** This should be taken into consideration when selecting a site.

Each District Test Coordinator must work with the Building Principal or School Test Coordinator to identify testing arrangements that will best:

- Maintain the security of the test materials
- Allow materials to be quickly and accurately distributed and collected from students each day of testing
- Provide an environment for the students that is comfortable and conducive to testing
- Ensure that students are not interrupted during a testing session

Some guidelines that can be used in selecting a test administration site include the following:

- Choose an administration site well in advance of testing.
- Make sure the room is well lighted, adequately ventilated, and free from distractions.
- Make sure each student has enough space to work (i.e., space to open a test booklet, to open and write in an answer folder, and to use a calculator).
- Make sure there will be sufficient space between students to discourage cheating.

Just prior to testing, Test Administrators should prepare the administration site by:

- Removing or covering all visual aids in the room that might provide clues to answers.
- Posting a sign announcing: "TESTING. PLEASE DO NOT DISTURB."

**Requirements for Coding the "Teacher/Test Administrator Use Only" Boxes**

The "Teacher Use Only" box on the front cover of the answer folders for grades 3–9 and the "Test Administrator Use Only" box on the back cover of the grades K–2 consumable test booklet should be completed **after** all testing is done. Only the person authorized in the agreement signed by the school with Child Nutrition can code the section for students eligible for free and/or reduced lunch. This information must be filled out after testing is completed. This section cannot be marked by the Test Administrator (Refer to Director's memo #IA-99-011; the contact person is Barbara Smith at 501-324-9502).

As part of the preparations for testing, arrangements need to be made with the authorized person to code the Free and/or Reduced Lunch section on the answer documents **after** testing has been completed.

This information must be completed correctly as applicable to each student. **Coding of students cannot be changed after answer documents are sent to the testing company.**

**Calculator Use and Restrictions**

If your mathematics program incorporates the use of calculators for most types of computational tasks, it may be appropriate for your students to use calculators during testing. The use of calculators is permitted on the following tests:

- *ITBS* Math Concepts and Estimation (Part 1 only)—Grades 3–8

- *ITBS* Math Problem Solving and Data Interpretation—Grades 3–8

- *ITED* Mathematics: Concepts and Problem Solving—Grade 9

However, there should be no perceived disadvantage to your students whether they are encouraged to use calculators or not allowed to use them. The test items were designed to minimize the amount of students' computational effort. Those who teach math in your school should decide whether calculators should be used. **Students may not share calculators during testing sessions.**

## NOTE: Calculators are <u>not</u> permitted for use on The Iowa Tests at Grades K–2.

**Calculators that <u>may not</u> be used on any calculation sections of the exam include the following:**

- Pocket organizers

- Hand-held or laptop computers

- Electronic writing pads or pen-input devices

- Calculators built into cellular phones or other wireless communication devices

- Calculators with QWERTY (typewriter-like) pads

- Calculators with paper tape

- Calculators that "talk" or produce unusual noises

- Calculators that require an electrical outlet

- Calculators with built-in capacity to simplify algebraic expressions, multiply polynomials, or factor polynomials (often designated as Computer Algebra Systems)

- Calculators that can communicate wirelessly with other calculators

**Some examples of specific calculator models prohibited include:**

- Casio® CFX-9970G

- Casio® ALGEBRA FX 2.0

- Hewlett-Packard® HP-40G and HP-49G

- Texas Instruments® TI-89

- Texas Instruments® TI-92

Students may use any four-function, scientific, or graphing calculator, as long as it does not have any of the features on the above list.

If students are permitted to bring calculators from home or to use their own calculators, it is the Test Administrator's responsibility to certify that these calculators meet the above requirements. **Failure on the part of the Test Administrator to verify that each calculator meets the above requirements will constitute a breach of security.**

It is the responsibility of the Test Administrator to clear the memory of each calculator at the beginning and end of each testing day. **Failure to do so constitutes a breach of security.**

Make sure that students using calculators have practiced using them and are familiar with the use of the calculator in testing situations with items similar to those they will see on the examinations. If one student has the opportunity to use a calculator, then all students in the class should have equal access to a calculator.

# Instructions for District Test Coordinators

**District Test Coordinator Responsibilities**

The District Test Coordinator should be familiar with the entire contents of this manual and the *Test Administration Manuals* for The Iowa Tests. The District Test Coordinator is responsible for:

- Inventorying all materials **immediately upon receipt**
- Distributing testing materials to schools
- Providing training in The Iowa Tests

**Overview of Test Materials: Grades K–9**

Prior to test administration, District and School Test Coordinators should inventory their materials to ensure they have received the following components.

**Grades K–2 Test Booklets**

Each student in grades K, 1, and 2 will receive one consumable (scorable) test booklet. The teacher will present all questions orally. Students mark their answer choices by filling in a circle for each question in their consumable test booklets, which will later be machine scored. To ensure that test booklets are properly scored, they must not be folded, clipped, stapled, taped, or torn.

If the student does not receive a pre-ID barcode or if the information printed on the student's pre-ID barcode is incorrect, the student demographic information should be completed on the test booklet before test administration. Coding for ESI, Accommodations, and Programs should be completed after test administration. Detailed instructions on coding the demographic portion of the student's test booklet are contained in the *Test Administration Manual.*

When testing is completed and test materials have been collected from students, Test Administrators must verify that
- there are no stray marks in the multiple-choice areas of the student test booklet or in the "Test Administrator Use Only" box on the back cover and that
- students have correctly recorded all of the information in their test booklets.

All test booklets at grades K–2 (used and unused) are secure materials, and must be accounted for and returned to Riverside Publishing in the appropriate return shipment after testing is completed.

**Grades K–3 *Test Administration Manuals***

Each Test Administrator will receive one copy of the *Test Administration Manual* for the appropriate test level (Levels 5, 7, 8, and 9). Please note that because the *Test Administration Manuals* for Grades K, 1, 2 and 3 contain "live" (operational)

test items, they will have security barcodes. Test Administrators are required to record the security barcode number (on the front cover) on the grades K, 1, 2, and 3 *Test Administration Manual* Security Forms provided, so that the school, the district, and Riverside Publishing can track any manuals that are not returned.

All *Test Administration Manuals* for grades K, 1, 2, and 3 are secure materials and must be returned to Riverside Publishing in the appropriate return shipment after testing is completed.

**Grades 3–9 Test Booklets**

Each student enrolled in grades 3–9 will receive a secure test booklet. Each test booklet contains the complete battery of The Iowa Tests for the appropriate grade level. In the Grade 3 Word Analysis and Listening tests, the teacher presents questions orally. All questions are in a multiple-choice format, and each contains three options. Response choices are presented as letters, words, or pictures. All questions in the remaining tests are read by the student and are in a multiple-choice format; each consists of four or five options. Students in grade 3 will mark their answer choices for all of the tests in a twelve-page answer folder. Students in grades 4–9 will mark their answer choices on a four-page folder.

NOTE: Students in grades 3–9 are not allowed to use scratch paper. Scratch paper is considered a breach of security at grades 3–9, according to the Arkansas State Security Guidelines. Only students at grades 3–9 may use highlighters and work problems directly in the test booklet.

All test booklets at Grades 3–9 (used and unused) are secure materials, and must be accounted for and returned to Riverside Publishing in the appropriate return shipment after testing is completed.

**Grades 3–9 Answer Folders**

The answer folders are designed to be machine scored and should be handled carefully. To ensure that answer folders are properly scored, they must not be folded, clipped, stapled, taped, or torn. When testing is completed and test materials have been collected from students, Test Administrators must verify that

- there are no stray marks in the multiple-choice areas of the student answer folder or in the "Teacher Use Only" box on the back cover and that
- students have correctly recorded all of the information in their test booklets.

Answer folders for grades 3–9 are not secure materials, and any unused folders may be destroyed securely within the district.

**Grades K–9 Header Sheets**

**Building Identification Sheets.** One Building Identification sheet must be completed for each building. School identification information has been preprinted on the form. Do NOT make any changes to the preprinted information. If the preprinted information is incorrect, a blank Building Identification sheet must be obtained from the District Test Coordinator. When completing a blank ID sheet, make sure that the LEA number is entered and gridded accurately in the section labeled "Building Code."

Refer to this manual for specific instructions for completing the Building Identification Sheet.

**Grade/Class Identification Sheet.** All classes, regardless of grade level, must complete a Grade Class Identification sheet. This form does not contain preprinted information and must be completed according to the instructions printed on the form.

Refer to the *Test Administration Manual* and the Grade/Class Identification Sheet for specific instructions for completing the Grade/Class Identification Sheet.

**Large Print and Braille Test Booklets**

**Large Print Editions.** Large print test booklets are available for the *ITBS* and *ITED* for Grades 1–9. Your District Test Coordinator would have requested large-print editions for students during the enrollment verification process. If, before testing, you have more students who need these editions, contact Heidi McMann at Questar Educational Systems (800-643-8547) to request additional large-print testing materials.

A shrink-wrapped package of large-print materials will include the following components:

- *Large Print* test (one copy)

- *General Instructions Supplement for Testing with Large Print Booklets* (one copy)

The large-print editions of the *ITBS* and *ITED* contain the complete battery of tests. Please note that the test administrators will have to transcribe Braille and large-print test answers into the "regular" answer folders/scannable test booklets.

All large print test booklets (used and unused) are secure materials, and must be accounted for and returned to Riverside Publishing in the appropriate return shipment after testing is completed.

**Braille Editions**

**Ordering Braille Editions of the *ITBS* and *ITED***

Braille test booklets are available for grades 3–9 of the *ITBS* and *ITED.* Your District Test Coordinator would have requested Braille editions for students during the enrollment verification process. If, before testing, you have more students who need these editions, contact Heidi McMann at Questar Educational Systems (800-643-8547) to request additional materials.

A shrink-wrapped package of Braille materials will include the following components:

- *Braille Edition* test (one copy)

- *Braille Administration Notes* (one copy)

- *Supplement to the Directions for Administration* (one copy)

All Braille test booklets (used and unused) are secure materials, and must be accounted for and returned to Riverside Publishing in the appropriate return shipment after testing is completed.

**Test Material Delivery: The Iowa Tests, Grades K–9 Materials**

Shipment 1—Non-secure Materials

- Will arrive the week of January 29, 2007

Shipment 1 will include:

School Materials
- School Packing List
- Copy of Shipment 2 School Packing List (secure materials)
- *District and School Test Coordinator's Manual* for The Iowa Tests Grades K–9 (one for each school with enrollments)
- Student Barcode Labels (Grades K–9)
- Answer Folders (Grades 3–9)
- Test Administration Manuals (Grades 4–8 & 9 – 1 per 20 students tested)

District Materials
- District Packing List
- Cover Memo
- Copies of Shipment 2 School Packing Lists (secure materials)
- District Return Kit for The Iowa Tests Grades K–9 (one kit per district)
  - Scorable Document Return Kit (one kit per district)
    - Scorable Document Return Cover Memo
    - Grades K–9 (pink) *Order Forms for Scoring Services*

- Scorable Document Return Shipping Labels (Orange—used for grades K–9)
- UPS Return Instructions
- Non-Scorable Document Return Kit
  - Non-Scorable Document Return Cover Memo
  - Non-Scorable Document Return Shipping Labels (Green)
  - UPS Return Instructions
- District and School Test Coordinator's Manual for The Iowa Tests Grades K–9 (two per district with enrollments)
- *Test Administration Manuals* (Grades 4–8 & 9 – 1 of each manual per district with enrollments)

Shipment 2—Secure Materials

- Will arrive the week of February 2, 2007

Shipment 2 will include:

<u>School Materials</u>
- School Packing List
- Test Booklets for grades K–9
- *Test Administration Manual* for The Iowa Tests, grades K–3 (1 per 20 students tested)
- Building Identification Sheets
- Grade/Class Identification Sheets
- Test Booklet Security Forms (K–9)
- *Test Administration Manual* Security Forms (K–3)

<u>District Materials</u>
The following will be packaged in Box 1 of Shipment 2. All materials are for the District Test Coordinator's use, except for the large print test booklets and related materials, which should be distributed to the schools for which they were ordered.

- District Packing List
- Cover Memo
- Blank Building Identification Sheets*
- *Test Administration Manuals* for The Iowa Tests, grades K–3 (one for every grade tested in the district)
- Large Print Test Booklets and associated materials (if ordered)
- Braille Test Booklets and associated materials (if ordered)

District Test Coordinators are responsible for inventorying all materials immediately upon receipt.

*School Identification information has been preprinted on the Building Identification Sheets provided to schools. If the information preprinted for a school is incorrect, School test coordinators should obtain a blank header sheet instead of making corrections to the preprinted information.

**Inventorying and Distributing Materials**

It is the District Test Coordinator's responsibility to inventory the district and school materials immediately upon receipt of each shipment. Be sure to save all the boxes in which your materials were received to use to return test materials to Riverside Publishing; instruct School Test Coordinators to do the same.

**Shipment 1 (Grades K-9) Non-secure Materials**

Check the quantity and type of material received against the quantities listed on the district packing list. If you are missing materials, please contact the Questar Arkansas Customer Service group at 800-643-8547. Distribute materials to School Test Coordinators as soon as possible after receipt. Verify that the quantities specified on each school's packing list will be sufficient for their needs. If you foresee a problem, notify Questar.

All of the forms and labels that you will need to return test materials to Riverside Scoring Service for grades K–9 are packaged separately in a folder that you will receive in Shipment 1, non-secure testing materials. When you have checked to make sure you have all the required forms and labels to return all scorable and non-scorable materials (grades K–9), put them back in the folder until needed after testing is complete.

**Shipment 2 (Grades K–9) Secure Materials**

Check the quantity of materials sent for the district (Box 1) against the quantities specified on the district packing list.

Materials included in Box 1 that need to be distributed to schools are the large print and Braille test booklets (if ordered).

Secure test materials may be distributed to schools no earlier than five (5) school days prior to testing. School Test Coordinators should receive all original boxes of materials for their school. The District Test Coordinator should inventory the school materials with each School Test Coordinator. This will ensure that the materials received in the school have been accounted for and will eliminate the need for the School Test Coordinator to report discrepancies after receiving materials from the District Test Coordinator. Check quantities and materials in each school's box(es) against the items listed on the school packing list. After the inventory for each school is complete, make one copy of each school's packing list for your records and return the original to Box 1 of the school's box(es).

All test booklets and K–3 *Test Administration Manuals* have been sequentially numbered and shrink-wrapped for security purposes. The shrink-wrapped school packages have range sheets on top that specify the security ID number range of the documents enclosed. For security reasons, the ADE recommends that shrink-wrapped test booklets be opened on the first day of testing only. In unusual circumstances, shrink-wrapped test booklets may be opened no more than twenty-

four hours in advance of the first day of testing for organizational purposes only. No one may look inside test booklets for any reason. No test booklets or K–3 *Test Administration Manuals* should be distributed to Test Administrators until the first day of testing. Maintaining test security is a very serious responsibility, and there are security risks involved in this situation. A breach of security is one of the reasons for loss of license in the state of Arkansas.

If quantities or security ID numbers do not match the packing list, call Michelle Sorem or Katie Asp from Questar immediately at 800-643-8547. The District Test Coordinator is responsible for reporting any discrepancies.

**Reporting Missing Secure Materials or Incorrect Security Numbers**

If, after opening a package of secure materials on the first day of testing, a School Test Coordinator discovers missing secure materials or an incorrect security ID number, the District Test Coordinator should be notified immediately. The District Test Coordinator must then contact Katie Asp at Questar at 800-643-8547 and Dr. Gayle Potter at the Arkansas Department of Education at 501-682-4558 to inform them of the situation.

**Requesting Additional Materials**

Inventory and distribute materials to all schools before requesting additional materials. After all materials have been distributed and an inventory has been done with each School Test Coordinator, make one request for additional materials for the entire district, should this be necessary. To order additional materials, the District Test Coordinator should fax a copy of the *Additional Materials Request Form* (Appendix H) to the Questar Arkansas Customer Service at 866-688-0419.

**Duties During Testing**

You should be available to answer questions and resolve problems during the testing period. If there are any problems with test materials, call Michelle Sorem or Katie Asp from Questar at 800-643-8547 to report the situation. If there is a problem with test administration or test policy issues, contact Dr. Gayle Potter at the Arkansas Department of Education at 501-682-4558.

**General Procedures for Returning Test Materials**

There are three major steps involved in returning testing materials. The first step is to inventory and organize all testing materials returned by School Test Coordinators and to check and complete all required forms. The second step is to package scorable materials and related forms and arrange for pickup. The third step is to package secure non-scorable materials and related forms and arrange for pickup.

**Schedule of Return Shipments (Grades K–9)**

| | |
|---|---|
| **Return Shipment 1:** Deadline for districts to return grades K–2 scorable test booklets and answer folders for grades 3–9 | **April 4, 2007** |
| **Return Shipment 2:** Deadline for districts to return unused K–9 test booklets, K–3 *Test Administration Manuals,* Scratch Paper used at Grades 1 and 2, and secure test booklets for grades 3–9 | **April 6, 2007** |

After testing, inventory all materials returned from each school. During the inventory process, complete the associated documentation to be returned with each type of material being returned. The following pages of this manual provide instructions for returning materials for grades K–9 to Riverside Scoring Service[®]. Please read the instructions carefully to make sure that you are completing and returning all the required forms, materials are correctly organized, and that materials are being returned within the prescribed time to Riverside Scoring Service.

You may return scorable and secure non-scorable materials at the same time, but they must be boxed separately with the appropriate labels on the boxes. Two different colors of labels are provided for the return of materials (orange for scorable materials and green for secure non-scorable materials). Make sure the correct label is used for each shipment. Materials are sorted at the scoring facility according to the color of the label on the box. Returning scorable materials in a box with an incorrect label may cause a substantial delay in processing and scoring the materials.

## Material Reference Chart

| Material Type | Definition | Post-Test Handling Instructions |
|---|---|---|
| **Scorable Materials** | -Used K─2 Test Booklets<br><br>-Used 3─9 Answer Folders | Send to Riverside Scoring Service in Return Shipment 1, scorable materials. Use the Orange Labels on all boxes. |
| **Secure Non-Scorable Materials** | -All Unused K─2 Test Booklets<br><br>-All K─2 *Test Administration Manuals*<br><br>-All 3─9 Test Booklets<br><br>-All grade 3 *Test Administration Manuals*<br><br>-All Large Print and Braille Test Booklets<br><br>- All Scratch Paper at Grades 1 and 2 | Send to Riverside Scoring Service in the appropriate Return Shipment 2 secure non-scorable materials. Use the Green Labels on all boxes. |
| **Non-Secure, Non-Scorable Materials** | -Grades 4─9 *Test Administration Manuals*<br><br>-Unused 3─9 Answer Folders<br><br>-*District and School Test Coordinators' Manuals*<br><br>-Unused Return Kit Components<br><br>-Unused Grade/Class and Building ID sheets<br><br>-Damaged, incorrect, or unused barcode labels | Dispose of securely at the School or District Office. |
| **K─2 Test Booklet soiled during testing** | K─2 test booklet has been soiled by a student during testing and cannot be scored. | Transcribe answers to a new, unused document (make sure to complete the demographic page fully). Notify Riverside and ADE of the barcode number of the soiled document and that |

| | | you will be destroying it, and destroy the soiled document securely at the district office.

DO NOT return the soiled document to Riverside Scoring Service. |
|---|---|---|
| **Grade 3─9 Answer Folder soiled during testing** | Grade 3─9 answer folder has been soiled by a student during testing and cannot be scored. | Transcribe answers to an unused answer folder (make sure to complete the demographic page fully). Destroy the soiled document securely at the district office.

The district is not required to notify Riverside or the ADE.

DO NOT return the soiled document to Riverside Scoring Service. |
| **K─2 Test Booklet is damaged during testing** | Grade K─2 test booklet has been damaged by a student during testing and cannot be scored (i.e., torn, erasure holes in document, excessive markings, answers recorded in pen, etc.). | Transcribe answers to an unused test booklet (make sure to complete the demographic page fully). Write VOID across the demographic page of the damaged booklet and return with the secure non-scorable materials in Return Shipment 2 (K─2). |
| **Grade 3─9 Answer Folder damaged during testing** | Grade 3─9 answer folder has been damaged by a student during testing and cannot be scored (i.e., torn, erasure holes in document, excessive markings, answers recorded in pen, etc.). | Transcribe answers to an unused answer folder (make sure to complete the demographic page fully).

Destroy the damaged |

| | | |
|---|---|---|
| | | answer folder at your district in a secure manner. |
| **Student Barcode label applied onto K–2 booklet of an absent student** | Barcode label applied onto K–2 booklet, but student was absent for entire testing session and no tests were taken. | Write VOID across the demographic page of the document and return it with the secure non-scorable materials in the appropriate Return Shipment. |

## Organizing Grades K–9 Scorable Materials and Related Forms for Return

### Scorable Materials

Used test booklets at grades K–2 and used answer folders at grades 3–9 are scorable materials and should be returned for scoring. The following forms must be completed and returned with the scorable materials.

### Grade/Class Identification Sheet

The use of a Grade/Class Identification sheet is mandatory at all grade levels (K–9). All schools must complete at least one Grade/Class Identification sheet for each grade tested. School Test Coordinators have been instructed to complete Grade/Class Identification sheets for individual classes/grades within their school and place them on top of the appropriate sets of scorable materials.

Check each Grade/Class Identification sheet to ensure that it has been correctly completed. Count the scorable materials associated with each Grade/Class Identification sheet to verify the quantity with the count coded in Box 6 on the Grade/Class Identification sheet. Keep the Grade/Class Identification sheet on top of the corresponding set of class/grade level scorable materials. Stack all class/grade scorable materials together with each completed Grade/Class Identification sheet on top. Riverside Scoring Service does not require the use of paper bands packaging materials to be sent. See the diagrams provided on page 37 in this manual for further instructions.

### Building Identification Sheet

Each school will receive a Building Identification Sheet that is preprinted with relevant school information. School Test Coordinators have been instructed to verify all the information preprinted on the Building Identification Sheet for correctness. If the preprinted information is correct, the School Test Coordinator is not required to fill in any information on this sheet. If the Building Identification Sheet is damaged or contains incorrect information, the School Test Coordinator is required to obtain a blank sheet from the District Test Coordinator and complete all the necessary information, following the directions at the top of the sheet.

The School Test Coordinator will place the Building Identification Sheet on top of all the scorable materials for their school. See diagrams provided on page 37 in this manual for further instructions.

**Order Form for Scoring Services (OSS)**

Cover Page

District Test Coordinators should first verify that all the preprinted information listed for the district is correct. If there is incorrect information listed, cross out the incorrect information and write in the correct information. Next, using the totals recorded on the Grade/Class Identification sheets, record the total number of scorable materials being returned for each grade at each school on the OSS. Record the total number of scorable materials in the box labeled "Total."

Page 1

Page 1 lists the score reports that will be provided to the district after scorable materials have been processed. District Test Coordinators are not required to complete any information on this page, but this page should still be returned (along with all other OSS pages) in your scorable material shipment.

Pages 2 and 3

Pages 2 and 3 list Optional Services that can be purchased at the district's expense. A purchase order is required for all Optional Services. If the district is not requesting optional services, the District Test Coordinator will leave these pages blank, but these pages should still be returned (along with all other OSS pages) in your scorable material shipment.

The completed OSS will be placed on the top of all the scorable materials for your district. If your district has multiple boxes of scorable materials, the OSS will be placed on the top of Box 1. The District Test Coordinator will place an "X" in the box labeled "Check if this box contains OSS" on the Orange Scorable Materials Identifier Label.

**Schedule for Return Shipment 1 (Grades K–2 and 3–9 Scorable Materials)**

Return Shipment 1 must be completed by and ready for pickup on the following dates:

| **Return Shipment 1:** K–9 Scorable Materials | **Due date: April 4, 2007** |
|---|---|

Make sure that all scorable materials have been separated from all non-scorable materials (i.e., check to make certain that there are no used grade 3–9 answer folders left inside grade 3–9 test booklets). Make sure that all the necessary Grade/Class and Building Identification sheets are completed and that the OSS is on top of all the scorable materials.

**Package scorable materials, one school and one grade at a time, in the order shown below:**

Order Form for Scoring Services (OSS)

Building ID Sheet

Grade/Class ID Sheet

Grade 4 Answer Folder

Grade/Class ID Sheet

Grade K Test Booklet
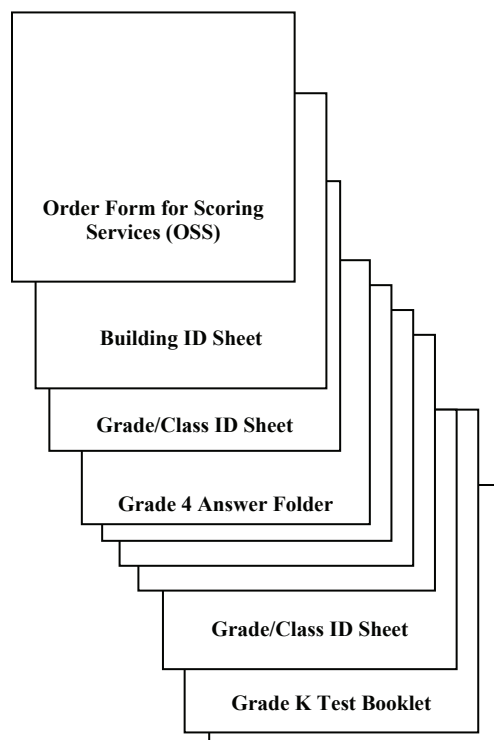
**Arranging for the Pickup of Return Shipment 1 (Grades K–2 and Grades 3–9 Scorable Materials)**

All scorable materials and associated documents must be returned to Riverside Scoring Service via UPS®. UPS Airbills have been provided in Shipment 1 in the District Return Kit. Riverside is responsible for all shipping costs; however, it is the District Test Coordinator's responsibility to make shipping arrangements with UPS.

To ship the scorable materials:

- Package materials (by grade/class and by building) for return to Riverside.

- Do not return secure non-scorable materials in the same box as scorable materials.

- Seal the boxes securely with heavy-duty tape.

- Remove the top portion of the airbill and affix to the outside of each box being returned.

- On the top section of the airbill, write the District Name and District Address.

- Retain the bottom tracking number for your records. Neither UPS nor Riverside Publishing can track your shipment without the tracking information.

- Place one "Scorable Materials Identifier Label" (Orange) on each box.

- Place an "*X*" in the box labeled "Check if this box contains OSS" on the orange label on the box that contains the OSS.

- In the lower left-hand section of each orange label, write the number of the box and the total number of boxes of scorable materials you are shipping. For example: Box 1 of 3, Box 2 of 3, etc. If you are only shipping one box, write Box 1 of 1. Do not include the number of boxes of secure non-scorable materials in the total for the number of boxes of scorable materials.

- Make arrangements with UPS for package pickup. Please be aware that UPS may not be able to pick up the packages until the following business day. Contact UPS by dialing **1-800-742-5877**, and follow the prompts to send a package. Same day is available but not guaranteed. Specific return instructions for scorable materials and the materials needed for shipping them have been provided in Shipment 1 in your District Return Kit.

**Organizing Secure Non-Scorable Materials, Security Forms, and Affidavits for Return to Riverside Scoring Service**

Grades K–2 unused test booklets, all *Test Administration Manuals* for grades K–3, all test booklets at grades 3–9, and all scratch paper used at grades 1 and 2 are considered secure non-scorable materials and must be returned to Riverside Scoring Service. As District Test Coordinator, it is your responsibility to verify that all secure non-scorable materials for all grades have been returned to you from the schools. School Test Coordinators have been instructed to organize the materials into related stacks (i.e., all K–2 unused test booklets in stack 1, all K–3 *Test Administration Manuals* in stack 2, etc.). Materials are not required to be in sequential order upon returning to Riverside Scoring Service.

**Affidavits**

Each District Superintendent, District Test Coordinator, Building Principal, School Test Coordinator, and Test Administrator MUST sign affidavits regarding test security after completing the test administration. Copies of all affidavits have been provided to you in Appendix H of this manual. If additional copies of the affidavits are needed, they may be photocopied. Make sure that all affidavits have been completed, signed, and returned to you. See pages 17 - 18 of this manual for additional information about the affidavits.

**Test Booklet Security Forms**

Verify that all Test Booklet Security Forms for all grades have been completed and initialed. Any missing test booklets must be documented on the appropriate Test Booklet Security Form, and a separate letter of explanation MUST be attached. Do NOT write the explanation on the Test Booklet Security Form. This information must be sent to Riverside Scoring Service with the secure non-scorable materials in Return Shipment 2. Do NOT return Test Booklet Security Forms with the scorable materials.

**Test Administration Manual Security Forms (Grades K–3 Only)**

Verify that all *Test Administration Manual* Security Forms for grades K–3 have been completed and initialed. Any missing *Test Administration Manuals* must be documented on the appropriate *Test Administration Manual* Security Form, and a separate letter of explanation MUST be attached. Do NOT write the explanation on the *Test Administration Manual* Security Form. This information must be sent to Riverside Scoring Service with the secure non-scorable materials in Return Shipment 2. Do NOT return *Test Administration Manual* Security Forms with the scorable materials.

**Packaging Order for Return Shipment 2  (Secure Non-Scorable Materials)**

Return Shipment 2 must be ready for pickup on the following dates:

| | |
|---|---|
| **Return Shipment 2:** Deadline for districts to return unused K–9 test booklets, K–3 *Test Administration Manuals,* scratch paper for grades 1 and 2, and large print and Braille test booklets (if ordered) | **Due date: April 6, 2007** |

**1) Organize all the secure non-scorable materials for the district into relevant piles:**

All Unused Grades K–2 Test Booklets

All Grades K–3 *Test Administrators Manuals*

All Grades 3–9 Test Booklets

All Grades 1 and 2 Scratch Paper
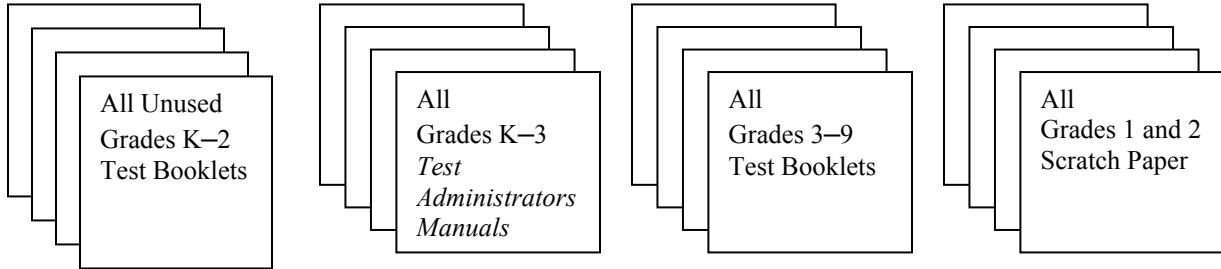
**Arranging for the Pickup of Return Shipment 2  (Secure Non-Scorable Materials)**

All secure non-scorable materials and associated documents must be returned to Riverside Scoring Service via UPS. UPS Airbills have been provided in Shipment 1 in the District Return Kit. Riverside is responsible for all shipping costs; however, it is the District Test Coordinator's responsibility to make shipping arrangements with UPS.

To ship the secure non-scorable materials:

**2) Stack the piles together into one stack of secure non-scorable materials, affidavits, and security forms for the District:**
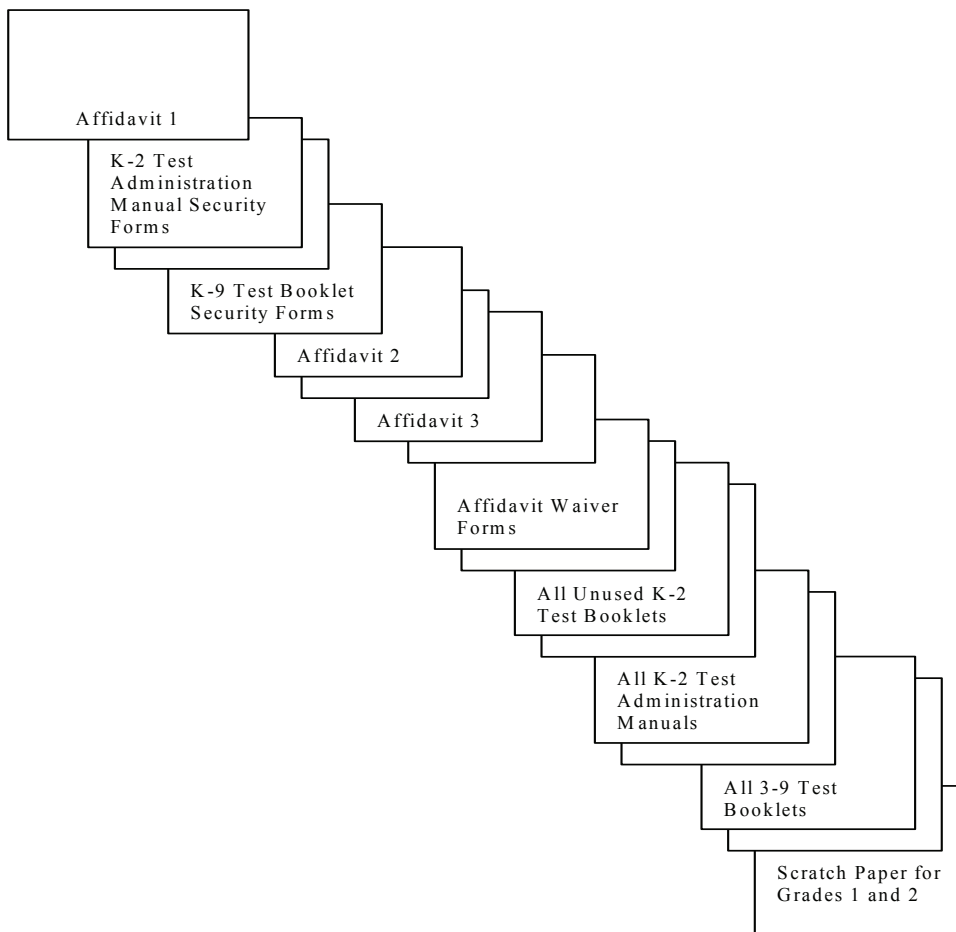
# District Test Coordinator Checklist

**General**

_____ Read the *District and School Test Coordinators' Manual* in its entirety.
_____ Read the *Test Administration Manuals* at grades 4–9 to familiarize yourself with the test information. For grades K–3, please refer to pages (5–7) of this manual. (Reminder: *Test Administration Manuals* at grades K–3 are secure materials).

**Receipt of Materials**

Shipment 1

_____ Verify that you have received all the boxes shipped to you.
_____ Inventory materials according to the instructions in this manual and distribute to School Test Coordinators as soon as possible after receipt. The packing lists provide the total number of manuals and pamphlets shipped.
_____ Use the Shipment 2 School Packing Lists provided to determine if each school will receive a sufficient amount of student test materials.
_____ Distribute grades 3–9 answer folders and grades K–9 student labels to schools according to the instructions provided in this manual.

Shipment 2

_____ Verify that you have received all the boxes shipped to you. The labels are marked Box 1 of X, Box 2 of X, etc. separately FOR EACH SCHOOL and for the district, with X indicating the total number of boxes shipped for each school and district.
_____ Verify that you have received all the boxes of materials for each school that will be administering The Iowa Tests and that you have received all of the boxes from each school according to the number of boxes indicated on the school labels.
_____ Save all the boxes in which your materials were received to use to return materials to Riverside; instruct School Test Coordinators to do the same.
_____ Inventory district materials according to the instructions provided in this manual. Keep the return forms in their separate folder until needed after testing.
_____ Inventory each school's materials with the School Test Coordinator. Make a copy of each school's packing list for your records.
_____ Keep track of additional materials needed for each school so that you can make one request for the entire district.
_____ Inventory all test booklets and K–3 *Test Administration Manuals* by using the range sheets provided on the top of each shrink-wrapped package. Secure materials should be counted while they are in the shrink-wrapped package. Secure materials may leave the district's secure location no more than five (5)

school days before testing. When not being used by students, secure materials must be kept in a securely locked area.

_____ Distribute large print and Braille test booklets to schools that ordered them using the same security procedures as for the regular test booklets.

_____ Make the appropriate copies of Test Security Affidavit 2 and Test Security Affidavit 3 for distribution to schools.

_____ Distribute one copy of Test Security Affidavit 2 and Test Security Affidavit 3 to each school along with their secure materials. (Schools may make copies of the affidavits if needed).

## Return of Scorable and Secure Non-Scorable Materials to Riverside Scoring Service

_____ Inventory all testing materials returned from the schools.

_____ Separate answer folders from test booklets (Grades 3–9). These must be returned in separate shipments.

## Scorable Materials (K–9)

_____ Check that each Grade/Class Identification sheet has been correctly completed. Verify that the number of scorable documents matches what is coded in Box 6 on the Grade/Class ID sheet.

_____ Check that each Building Identification sheet has been correctly completed and that there have been no changes to the preprinted information. If changes were made to the preprinted information, a new (blank) header sheet must be completed with the correct information entered and gridded.

_____ Record the number of scorable documents being returned for each school on the appropriate Order Form for Scoring Services (OSS).

_____ Organize all materials exactly as shown in the diagrams provided in this manual.

_____ Package the materials and securely seal the boxes with tape.

_____ Place a Scorable Material Identifier Label (Orange) on each box. In the lower left corner of the label, write the number of the box and the total number of boxes of scorable materials you are shipping.

_____ Make arrangements with UPS for package pickup. Please be aware that UPS may not be able to pick up the packages until the following business day. Contact UPS by dialing **1-800-742-5877**, and follow the prompts to send a package. Same-day pickup is available but not guaranteed.

_____ Retain the bottom tracking number of the airbill for your records. Neither UPS nor Riverside Publishing can track your shipment without the tracking information printed on the sender's copy.

**Secure Non-Scorable Materials (Grades K–9)**

_____ Separate Affidavits 2 and 3 and all security forms from each school's materials. Verify that they have been accurately completed and signed, and that no affidavits or security forms are missing. Keep all affidavits and security forms for a grade level together.

_____ Organize all materials exactly as shown in the diagrams provided in this manual.

_____ Package the materials and securely seal the boxes with tape.

_____ Place a Non-Scorable Material Identifier Label (Green) on each box. In the lower left corner of the label, write the number of the box and the total number of boxes of non-scorable materials you are shipping.

_____ Make arrangements with UPS for package pickup. Please be aware that UPS may not be able to pick up the packages until the following business day. Contact UPS by dialing **1-800-742-5877**, and follow the prompts to send a package. Same-day pickup is available but not guaranteed.

_____ Retain the bottom tracking number of the airbill for your records. Neither UPS nor Riverside Publishing can track your shipment without the tracking information printed.

# Instructions for School Test Coordinators

**School Test Coordinator Responsibilities**

The School Test Coordinator is responsible for:
- Appointing Test Administrators and providing training as required by law regarding appropriate administration procedures for The Iowa Tests
- Inventorying test materials before and after testing
- Distributing test materials to Test Administrators
- Making sure that an accurate count of all materials assigned to each Test Administrator is kept at all times
- Completing the Test Booklet and *Test Administration Manual* (K–3 only) security forms as required to track secure materials
- Maintaining and overseeing the security of all test materials
- Distributing and collecting Test Security Affidavits
- Monitoring testing
- Collecting all test materials from Test Administrators after testing
- Packaging and returning test materials to the District Test Coordinator

**Appointing and Training Test Administrators**

There should be at least one Test Administrator appointed for each group of twenty-five students. Each Test Administrator is responsible for the security of his/her group's test materials while testing is being conducted.

Whenever possible, the test should be administered by classroom teachers. You may need to contact the School Administrator/Principal to determine who will act as Test Administrators. Only individuals currently licensed by the Arkansas Department of Education as a teacher or administrator may act as a Test Administrator.

**Inventorying Test Materials**

The School Test Coordinator should inventory test materials with the District Test Coordinator. Check the quantities and materials in each school box against the items listed on the school packing list. All test booklets and K–3 *Test Administration Manuals* have been sequentially numbered and shrink-wrapped for security purposes. The shrink-wrapped school packages have range sheets on top that specify the security ID number range of documents enclosed. Use the range sheet(s) to do the inventory; do not open the shrink-wrapped packaged of secure materials. For security reasons, the ADE recommends that shrink-wrapped test booklets be opened on the first day of testing only. In unusual circumstances, shrink-wrapped test booklets may be opened no more than twenty-four hours in advance of the first day of testing for organizational purposes only. No one may look inside test booklets for any reason.

No test booklets or K–3 *Test Administration Manuals* should be distributed to Test Administrators until the first day of testing. Refer to pages 5–7 of this manual for information regarding Test Administration at grades K–3. Maintaining test security is a very serious responsibility, and there are security risks involved in this situation. A breach of security is one of the reasons for loss of license in the state of Arkansas. Answer folders at grades 3–9 are shrink-wrapped for convenience and may be opened and distributed to facilitate placing of student labels on them or if they will be pre-assigned to students by hand.

If materials received are not sufficient, or if materials are missing, it is the School Test Coordinator's responsibility to contact the District Test Coordinator. Be sure to save all the boxes in which your materials were received for use in returning test materials to the District Test Coordinator.

**Distributing Test Materials to Test Administrators**

Keep the header sheets for use after testing is completed and materials have been returned to you. Grade/Class and Building Identification sheets are provided. The Test Booklet (K–9) and *Test Administration Manual* Security Forms (grades K–3 only) are provided for your use in tracking all test booklets and K–3 *Test Administration Manuals* assigned to Test Administrators.

Each Test Administrator should receive student-testing materials and test administration manuals as appropriate for the grade level for which the Test Administrator is responsible. The *Test Administration Manuals* at grades 4–8 and grade 9 should be provided to the Test Administrator at the training prior to test administration, if not sooner.

NOTE: The *Test Administration Manuals* at grades K–3 are secure materials and may not be distributed until the first day of testing.

Distribute the secure materials to Test Administrators no earlier than the first day of testing. At this time, the shrink-wrapped packages of secure materials may be opened. Once a shrink-wrapped package of secure materials is opened, the School Test Coordinator and Test Administrator should check the security ID numbers and the number of booklets in the package. If secure materials are missing or a security ID number is incorrect, the District Test Coordinator should be notified immediately. The range of test booklets distributed to each Test Administrator must be recorded on the Test Booklet Security Form. The security ID number of the K–3 *Test Administration Manual* distributed to each Test Administrator must be recorded on the appropriate *Test Administration Manual* Security Form.

**Pre-Assigning Answer Folders (Grades 3–9)**

To accommodate the timely and efficient distribution of materials during testing, the answer folders may be pre-assigned to students. The School Test Coordinators and the Test Administrators may work jointly to pre-assign answer folders by affixing student labels or by completing the Student Name and Demographic Information as well as the School, District, and Teacher Name sections on the demographic page of the answer folder. The School Test Coordinator and Test Administrator must ensure that each student to be tested has one answer folder assigned and that the pre-assignments coincide with the test administration plan for groups of students. Once this has been completed, the answer folders must be returned to the secure area until the first day of testing.

**Student Labels**

Student labels are provided for the K–2 consumable test booklets and 3–9 answer folders. The fields that will be **printed** on the barcodes and therefore visible are: (1) student name (last, first); (2) district name; (3) district LEA number; (4) school name; (5) school LEA number; (6) student date of birth; (7) grade; (8) Student ID number; (9) gender; and (10) test date. Additional data will be included in the barcode that will not be visible. These data were obtained from APSCN as well. The fields that will be included on the barcode but that will not be visible are: (1) Ethnicity; (2) Free/Reduced Lunch; (3) Migrant Student; (4) Highly Mobile; (5) Gifted and Talented; and (6) LEP. **Any student that needs to be identified as "Reading First Funded", "LEP<1 Year", or coded with any ESI (Exceptional Student Identification) or Accommodations will need to be hand-gridded on the answer document. These codes are not included anywhere on the barcode. There are spaces on both the scannable test booklets (K–2) and the answer documents to grid this information.  There are instructions in both the Test Coordinator's Manual and the Test Administrator's Manuals (all grades) on how to code this information.** The labels will be provided to each school in alphabetical order according to the student's grade and last name and will need to be separated and sorted according to testing classroom/group. The strips on which the labels are affixed are perforated to facilitate separation of individual labels. If a label is torn or damaged during the separation process, do **NOT** use it. Instead, enter and grid all information on the answer document for that student.

Before applying student labels to consumable test booklets or answer folders, the printed information must be checked carefully for accuracy. If any of the information for a student is incorrect, do NOT use the label. Instead, enter and grid ALL the information requested on the front of the consumable test booklet/answer folder. (See the *Test Administration Manual* for further instructions on gridding student information). Information entered in the student name (last, first), district name, district LEA number, school name, school LEA number, student date of birth, grade, Student ID number, gender; test date, Ethnicity, Free/Reduced Lunch, Migrant Student, Highly Mobile, Gifted and Talented, and LEP on the K–2 consumable test booklet and 3–9 answer documents will NOT be picked up by the scanner if the student label is affixed. All the information must be entered and gridded (as in previous years) for students for whom labels were not provided. Please do not return any unused or incorrect labels to Riverside

Publishing. Any unused or damaged pre-ID barcode labels may be destroyed at the district.

## Barcode Application

It is extremely important that the labels be affixed correctly so that the scanning equipment can read the barcode. Labels must be carefully and precisely affixed within the space provided on the upper right corner. If students apply the labels to the consumable test booklets or answer folders, you must ensure that they are applied as shown below:

**Grades K–2 Scorable Test Booklet**       **Grades 3–9 Scorable Answer Folder**



Information requested in the Teacher/School/City/State/Grade box on the K–2 consumable test booklet (box 1 on the grades 3–9 answer folder) MUST be entered (either by students before the start of testing on Day 1 or by Test Administrators before distributing consumable test booklets or answer folders to students) if a label is not used, or if the printed information on the label is not correct. After all testing is complete, the "Test Administrator Use Only" box on the grades K–2 consumable test booklet ("Teacher Use Only" box on the grades 3–9 answer folder) must be completed with the following information as it applies to each student, **if a label is not provided**:

- Ethnic Background
- Free and/or Reduced Lunch
- Migrant Student
- Highly Mobile: Student enrolled in district after October 1, 2006

- Gifted and Talented Student
- Limited English Proficient (LEP)

**Please note that Reading First Funded, any ESI codes, the Main Accommodation used by the student to complete the assessment, and LEP<1 Year will need to be gridded if necessary after testing is complete. This information is not included in the barcode.**

**Completing the Test Booklet Security Forms**

Before distributing the test booklets to Test Administrators, the Test Booklet Security Form for the appropriate grade level must be completed. Make as many copies of the form(s) as needed to sign secure test booklets out to and in from Test Administrators. Directions for completing the Test Booklet Security Forms are contained on the form. Retain the Test Booklet Security Forms until testing has been completed. Each form will be used to account for the secure materials after testing.

**Completing the *Test Administration Manual* Security Forms (Grades K–3 Only)**

Before distributing the grades K–3 *Test Administration Manuals* to Test Administrators, the *Test Administration Manual* Security Form must be completed. Make as many copies of the form(s) as needed to sign secure *Test Administration Manuals* out to and in from Test Administrators. Directions for completing the *Test Administration Manual* Security Form are contained on the form. Retain the *Test Administration Manual* Security Forms until testing has been completed. Each form will be used to account for the secure materials after testing.

**Duties During Testing**

School Test Coordinators must be available to answer questions and resolve problems during the testing period. If there are any problems with test materials, contact your District Test Coordinator.

**Completing Forms and Organizing Materials After Testing**

After testing, inventory all materials with each Test Administrator. Test Administrators should return the following bundles of materials: used K–2 test booklets, used 3–9 answer folders, unused K–2 test booklets, all K–3 *Test Administration Manuals,* all 3–9 test booklets, and scratch paper for grades 1 and 2. Other materials may be destroyed, recycled, or returned to the District Test Coordinator if you are instructed to do so.

**Scorable Materials**

Test Administrators have been instructed to thoroughly check all information on the scorable materials, to correct any errors on the demographic page, and to code the information in the "Test Administrator Use Only" box for grades K–2 and the "Teacher Use Only" box for grades 3–9 as needed after testing is completed. Check to see that coding was completed correctly (for documents that were coded) and erase any stray marks.

**Grade/Class Identification Sheets**

Instructions for completing the Grade/Class Identification sheet are contained on the form itself. Enter and code the number of scorable materials being returned on a separate Grade/Class Identification sheet for each grade or class. It is critical that the counts are accurate and coded correctly. Place a completed Grade/Class Identification sheet on top of the scorable materials for each classroom.

**Building Identification Sheet**

School Identification information has been preprinted on the Building ID Sheet. If the information preprinted for the school is incorrect, obtain a blank Building ID Sheet from the District Test Coordinator. When completing a blank Building ID Sheet, make sure the LEA Number is entered and gridded accurately and completely in Box 3.

**Unused Test Booklets at Grades K–2**

Stack together all unused Grades K–2 test booklets, including test booklets that were damaged during testing and transcribed and test booklets that were pre-assigned to students who were absent for the entire testing session, including makeup administrations. Return the stack to the District Test Coordinator. Missing K–3 test booklets must be documented and an explanation provided. The District Test Coordinator is required to provide a letter of explanation for each missing test booklet.
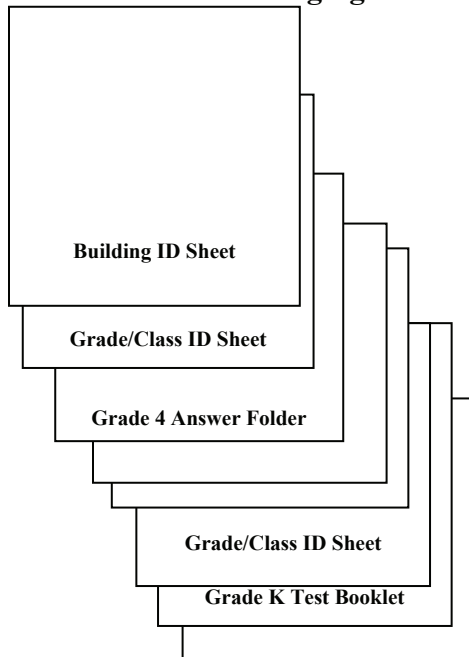
**Grades K–3 *Test Administration Manuals***

Test Administrators are instructed to return the K–3 *Test Administration Manual* they have been assigned at the conclusion of testing. School Test Coordinators must inventory all K–3 *Test Administration Manuals* when they are returned to them to ensure that they have received all the manuals that were assigned to Test Administrators. Missing K–3 *Test Administration Manuals* must be documented and an explanation provided. The District Test Coordinator is required to provide a letter of explanation for each missing test administration manual.

**Grade 3–9 Test Booklets**

Stack together and organize by grade all grade 3–9 test booklets. Return the stack to the District Test Coordinator. School Test Coordinators must inventory all grade 3–9 test booklets when they are returned to them to ensure that they have received all the test

booklets that were assigned to Test Administrators. Missing test booklets must be documented and an explanation provided. The District Test Coordinator is required to provide a letter of explanation for each missing test booklet

**Affidavits**

During the collection of test materials from the Test Administrators, verify each Test Administrator has read and signed *Affidavit 3—Test Administrator Security Form* for the appropriate grade level. Your District Test Coordinator will provide you with the appropriate affidavits. One copy of *Affidavit 2—School Level Test Security Form* must be read and signed by the School Test Coordinator and the Building Principal for all grade levels. All signed affidavits are to be returned to the District Test Coordinator.

**Packaging Grades K–9 Materials for Return to the District Test Coordinator**

Return your materials to your District Test Coordinator immediately after testing. Materials should be packaged as shown below and returned in their original boxes. There should be two separate sets of boxes, one set for scorable materials and one set for secure non-scorable materials.

**Scorable Materials Packaging**
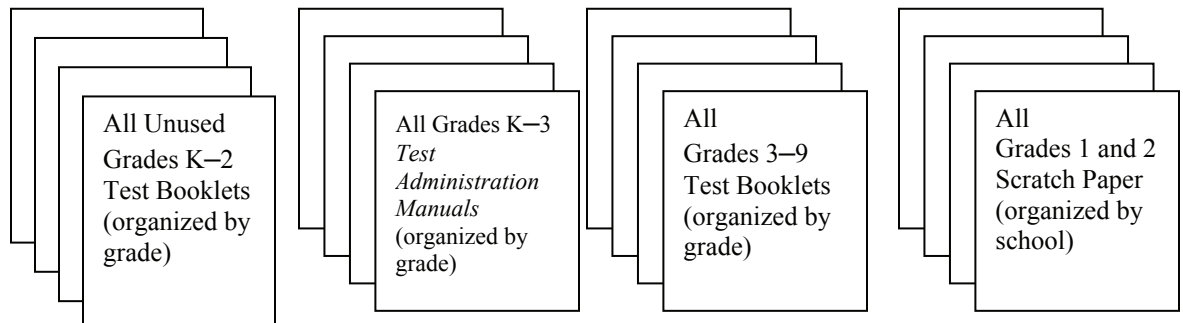
Building ID Sheet

Grade/Class ID Sheet

Grade 4 Answer Folder

Grade/Class ID Sheet

Grade K Test Booklet

**Secure Non-Scorable Materials Packaging**

All Unused Grades K–2 Test Booklets (organized by grade)

All Grades K–3 *Test Administration Manuals* (organized by grade)

All Grades 3–9 Test Booklets (organized by grade)

All Grades 1 and 2 Scratch Paper (organized by school)

# School Test Coordinator Checklist

**General**

_____ Read the *District and School Test Coordinators' Manual* in its entirety.
_____ Read the *Test Administration Manuals* at grades 4–9 to familiarize yourself with the test information. For grades K–3, please refer to pages (5–**7**) of this manual. (Reminder: *Test Administration Manuals* at grades K–3 are secure materials).

**Receipt of Materials**

Shipment 1

_____ Verify that you have received enough manuals to provide one to each Test Administrator.
_____ Distribute the appropriate grades 4–9 *Test Administration Manuals* to each Test Administrator at the training.
_____ Photocopy and provide at the training session the grades K–3 information in this manual (pages 5–**7**) to grades K–3 Test Administrators.

Shipment 2

_____ With your District Test Coordinator, inventory all materials against the school packing lists according to the instructions in this manual.
_____ Keep the school packing lists for your records.
_____ Keep track of additional materials needed for each school so that you can make one request for the entire district.
_____ Inventory all test booklets and K–3 *Test Administration Manuals* by using the range sheets provided on the top of each shrink-wrapped package. Secure materials should be counted while they are in the shrink-wrapped package. Secure materials may leave the district's secure location no more than five (5) school days before testing. When not being used by students, secure materials must be kept in a securely locked area.
_____ Distribute grade 3–9 answer folders and all student labels to Test Administrators according to the instructions provided in this manual.
_____ Make enough copies of Test Security Affidavit 3 as needed for each grade level to have all Test Administrators sign.
_____ Make as many copies of the Test Booklet Security Form and the K–3 *Test Administration Manual* Security Form as needed to check test booklets and grades K–3 *Test Administration Manuals* in and out from all Test Administrators.
_____ Complete all Test Booklet and K–3 *Test Administration Manual* Security Forms according to the instructions provided on the forms and in this manual.
_____ Distribute secure materials to Test Administrators no earlier than the first day of testing.

**Checking and Preparing Materials for Return to the District Test Coordinator**

_____ Follow the instructions provided in this manual for completing forms and organizing materials for return to the District Test Coordinator.

_____ Inventory all secure test materials with each Test Administrator as they return them and have Test Administrators initial the appropriate security forms, indicating the materials were returned after the final testing session.

_____ Document any missing secure materials with a detailed letter of explanation. Attach the letters to the appropriate security forms.

_____ Have all Test Administrators sign Test Security Affidavit 3 for the appropriate grade level.

_____ Confirm that Test Administrators followed the procedures in the *Test Administration Manuals* for checking scorable documents and that the "Test Administrator Use Only" and "Teacher Use Only" boxes have been completed properly.

_____ Complete the Grade/Class Identification Sheets for each grade/class according to the instructions provided in this manual.

_____ Place the completed Grade/Class Identification Sheets on top of the appropriate scorable materials.

_____ Check that each Building Identification sheet has the correct preprinted information. If changes were made to the preprinted information, a new (blank) header sheet must be completed with the correct information entered and gridded.

_____ Place the completed Building Identification Sheets on top of the scorable materials for your school.

_____ Organize all secure non-scorable materials according to the instructions provided in this manual.

_____ Record the date that materials are being returned to the District Test Coordinator on the Test Booklet and K–3 *Test Administration Manual* Security Forms.

_____ Read and sign *Affidavit 2—School Level Test Security Form* and verify that the Building Principal has also signed the form.

_____ Organize all materials exactly as shown in the diagrams provided in this manual.

_____ Return all materials to your District Test Coordinator.

# Appendix A: Test Security Guidelines

**Maintaining test security is a very serious responsibility for all certified personnel. Breach of test security is one of the actions for which teaching/administrative licenses can be revoked.** Districts must have a system in place to ensure that all materials are accounted for and kept secure during testing.

Any action that leads to the invalidation of student test scores or that compromises the security of the tests or test results will be regarded by the Arkansas Department of Education as inappropriate use or handling of tests and will be treated as such. The following guidelines can help determine what constitutes inappropriate testing and breaches of test security.

1. All Test Administrators must be currently licensed by the Arkansas Department of Education as a teacher or administrator.

2. The tests must be administered on the scheduled dates as specified in the *Test Administration Manual* and the *District and School Test Coordinators' Manual.* No portion of the test may be administered early.

3. All test materials must be inventoried upon receipt at the district and school. Test booklets must be kept in a secure area at all times, except during formal testing sessions.

4. The tests must be administered in strict accordance with the instructions outlined in the *Test Administration Manual.* These instructions include reading directions verbatim to students during testing.

5. District staff may not read, review, or in any way duplicate or reproduce the test booklets and/or associated test items.

6. Students must not be exposed to answers to items at any time before, during, or after testing.

7. Student responses to test items must represent the student's own independent and unaided thinking and must not be read, reviewed, or changed during or after testing.

8. Students in grades 3–9 are not allowed to use scratch paper. The use of scratch paper is considered a breach of security.

9. Students must not use any materials (e.g., books, magazines, newspapers, homework) except testing materials during testing sessions.

10. If students are permitted to bring calculators from home or use their own calculators, the Test Administrator must certify that these calculators meet the requirements specified in the *District and School Test Coordinators' Manual* and in the *Test*

*Administration Manuals*. Failure on the part of the Test Administrator to verify that each calculator meets the requirements will constitutes a breach of security.

11. It is the responsibility of the Test Administrator to clear the memory of each calculator both at the beginning and the end of each testing day. Failure to do so constitutes a breach of security.

12. During test administration, Test Administrators should continually monitor the testing process by moving unobtrusively about the room. The Test Administrator is to devote total attention to the students being tested and not work on other things.

13. All secure materials (as defined in this manual) should be inventoried subsequent to testing and returned to Riverside Publishing in the prescribed manner and on the prescribed dates. Any secure materials not returned by the district on the dates required shall be reported to Dr. Gayle Potter and the Arkansas Department of Education.

14. All known violations of the Arkansas Department of Education security regulations shall be reported in writing, signed by the reporter, and addressed to Dr. Gayle Potter at the Arkansas Department of Education. All security violations shall be investigated by the state.

15. No electronic devices with photographic capability shall be accessible at any time during test administration. [Arkansas Code 6-18-502(b)]

# Appendix B: Accommodations for Testing

Testing accommodations may be made for students for whom standardized conditions are not appropriate but for whom the testing experience would be beneficial. Testing accommodations may be made for students identified as "disabled" pursuant to P.L. 94-142 or for students considered as disabled under Section 504 of the Rehabilitation Act of 1973. Testing accommodations may be made for students identified as LEP as indicated in their Language Assessment Plan.

Test Administrators who are currently licensed as a teacher or administrator by the Arkansas Department of Education must administer all accommodations.

If a student's IEP indicates that it is inappropriate to administer The Iowa Tests, the district is not required to submit a document for that student. The district should maintain detailed records that explain why a given student did not participate in the assessment.

Allowable accommodations include, but are not limited to, the following:

1. TRAN — A teacher transfers answers from the student's test booklet to an answer folder*. This means that the student must write all answers in the test booklet. This must be done in an individual setting. The student may not have extra paper. The teacher is to copy the student's answers into the answer folder exactly as the student wrote them. (Note: This accommodation is used with large print and Braille test booklets.)
2. REC — A teacher records the student's verbal responses*. This means that the teacher records the student's verbal responses in the answer folder.
3. SIGN — Directions signed for a student with a disability
4. PREF — Preferential seating
5. SMGT — Small-group testing
6. INT — Individual testing
7. RMT/RWT — Reading of an approved ITBS or ITED subtest*. (Important: *No portion of the reading test may be read to any student!*)
8. MD — Magnifying devices
9. NB — Noise buffers
10. IS — Individualized scheduling
11. ET — Extended time. (Important: *All testing scheduled for a given day must be completed by the conclusion of that school day.*)
12. LPT — Large print test booklets. There are no large print answer documents. The student shall write all answers in the test booklet. No scratch paper is permitted. The teacher will transcribe the student's answers into a standard answer folder.

*The teacher will complete the Affidavit Waiver Form.

# Appendix B (Continued)

| | | |
|---|---|---|
| 13. BT | Braille test booklets. The teacher will transcribe the student's answers into a standard answer folder. There are no Braille answer documents. | |
| 14. AB | Abacus | |

Limited English Proficient students may use an English/Native Language Word-to-Word dictionary that contains no definitions or pictures, if it is a part of a student's written plan of instruction.

In special circumstances, additional requests will be considered. Contact the office of Dr. Gayle Potter at 501-682-4558.

**Accommodations That Currently Are NOT Available**

- Audiocassettes
- Languages other than English
- Limiting multiple-choice answers
- Reading any portion of the reading test

**Students Not Tested**

- Home-schooled students
- Homebound students
- Incarcerated students
- Students in residential treatment centers
- Students in juvenile detention centers

If a student's IEP indicates that it is inappropriate to administer *The Iowa Tests,* the district is not required to submit a document for that student. The district should maintain detailed records that explain why a given student did not participate in the assessment.

# Appendix C: Reading and/or Transcription of The Iowa Tests

Special-education students, LEP students, and students with a 504 Plan may be accommodated by reading tests aloud to them in all areas except Reading Comprehension. **Reading test questions aloud or reading passages aloud for the reading test is not allowed under any circumstances.** An affidavit need not be completed for reading aloud the listening portion of The Iowa Tests, which are designed for reading aloud to students. However, an affidavit must be completed if the listening portion is transcribed.

Only a staff person currently certified by the Arkansas Department of Education as a teacher or administrator is allowed to read or transcribe a test for students who have this accommodation. The Affidavit Waiver Form provided must be copied and signed by the currently certified Arkansas staff making the accommodation, and this form should be stapled to *Affidavit 3—Test Administrator Security Form*. Keep one copy on file at the district.

**Note:** In certain cases (e.g., large-print version, other approved accommodations), a student's response to test questions will require transcription (i.e., the responses must be gridded or written in the student's answer document by someone other than the student). In such cases, the transcription must be done by a staff person currently certified by the Arkansas Department of Education as a teacher or administrator, and it must occur within the district before the shipment of materials to Riverside Publishing. If this transcription does not occur within the district, the student's responses will be treated by the contractor as unscorable or "not taken." Ideally, the District Test Coordinator or someone working directly under his or her supervision should perform the transcription.

# Appendix D: Training for Test Administrators

The following is an outline of a potential training agenda to be used by District and School Test Coordinators for training Test Administrators prior to the Spring 2007 administrations of The Iowa Tests. This agenda offers suggested topics for discussion and may be modified to meet the specific needs to districts.

Note: The K–3 *Test Administration Manuals* are secure materials and cannot be opened until the day of testing. Test Administrators will need the information provided in The Iowa Test section of this manual (pages 5–**7**). You must make arrangements to disseminate this information to Test Administrators as far in advance of testing as possible and should carefully review the information during the training sessions.

## Suggested Training Agenda

**Test Administration Assignments**
- Test Administrator Assignments to Specific Groups of Students
- Selected Test Administration Sites within School/District

**Test Administration Schedules**
- General Administration Schedule
- Specific Administration Schedule for School/District
- Individual Sessions Each Day for Specific Groups of Grades K–9 Students

**Test Administrator Responsibilities**
- Test Administrator Responsibilities
- Preparing Students and Parents: Advance Notification of Testing, Student Identification Numbers, Calculator Use, and Restrictions
- Preparing Materials: Testing Materials, Other Materials
- Preparing the Administration Site

**Student to Be Tested**
- Review information provided in the *District and School Test Coordinators' Manual*
- Documenting Students Who Are Not Administered The Iowa Tests
- Accommodations for Testing (Appendix B)

**Test Security**
- Review Appendix A: Test Security Guidelines
- Procedures for Test Security: Identify Secure Area, Securing Materials Each Day of Testing

**Procedures During Test Administration**
- Review information provided in the *District and School Test Coordinators' Manual* and *Test Administration Manuals*

**Procedures After Test Administration**
- Review Completing the "Teacher Use Only" Box and Procedures for Completing the Free and/or Reduced Lunch Section
- Review Return of Materials to School Test Coordinators

# Appendix E: Completing the "Test Administrator Use Only" Box for Grades K–2

Information coded in the "Test Administrator Use Only" box is used to place grades K–2 students in the appropriate reporting categories. Therefore, it is critical that the information requested be completed correctly as applicable to each student. Students will not be reported correctly if the appropriate information is not included on their scorable documents. Please note that this information only needs to be gridded if the printed information on the pre-ID label is incorrect. **Coding for students cannot be changed after scorable documents are sent to Riverside Scoring Service.**

Fill in the "Test Administrator Use Only" box on the demographic page of the K–2 consumable test booklet after all testing has been completed. The Test Administrator and the person authorized to mark the Free and/or Reduced Lunch section are the only persons who should mark this box.

Verify that students did not mark any circle(s) in the "Test Administrator Use Only" box.

There are eleven sections within this box that are common to grades K–2: "Code"; Columns A, B, and C; Programs: F/RL, GT, ELL, MG, Other 1, and Other 2. Complete all the sections of the "Test Administrator Use Only" box as appropriate for each student, as shown on the following pages.

# Appendix E (Continued)

**ESI Students**

The column labeled "Code" represents ESI (Exceptional Student Identification). Test Administrators will fill in a circle for any student who participated in the testing and is part of a specific educational program. Choose the correct category for each exceptional student according to the diagram below. Choose only one category. If more than one condition exists, choose the primary category.

The graphic below is intended to provide you with further assistance. The crossed-out areas indicate sections that *do not* need to be filled out.



**ESI Codes**

A = Autism
B = Deaf/Blind
C = Hearing Impairment
D = Mental Retardation
E = Multiple Disabilities
F = Orthopedic Impairment
G = Other Health Impairment
H = Ser. Emotional Dis.
I = Specific Learning Disability
J = Speech/Language Impairment
K = Traumatic Brain Injury
L = Visual Impairment

# Appendix E (Continued)

**Accommodations**

The columns labeled "A and B" represent Accommodations. Test Administrators will fill in a circle for any accommodation used by an individual student. Choose the correct category for each accommodation according to the diagram below. Choose only one category. If more than one condition exists, choose the primary accommodation. See Appendix B for additional information on Accommodations.

The graphic below is intended to provide you with further assistance. The crossed-out areas indicate sections that *do not* need to be filled out.



**Accommodations Codes**

A0 = TRAN
A1 = REC
A2 = SIGN
A3 = PREF
A4 = SMGT
A5 = INT
A6 = RMT/RWT
A7 = MD
A8 = NB
A9 = IS
B0 = ET
B1 = LPT
B2 = BT
B3 = AB

# Appendix E (Continued)

**Programs**

**Description of Programs**

**Gifted and Talented:** Gifted and Talented students are those that participate in gifted and talented programs.

**Limited English Proficient (LEP):** If a student is taking the examination and is an LEP student, the bubble for "Limited English Proficient" should be filled in.

- **LEP Students Less Than One Year in the United States:** If a student is taking the examination and is an LEP student who has been in the United States less than one year, this bubble should be filled in.

**Free and/or Reduced Lunch:** Only the person authorized in the agreement signed by the school with Child Nutrition may fill in the section for students eligible for free and/or reduced lunch. This information must be filled out after testing is completed. The Test Administrator cannot mark this section. (Refer to Director's Memo #1A-99-011; the contact person is Barbara Smith at 501-324-9502.)

**Migrant Students:** Migrant Students are any students meeting the following criteria:

Child of migratory agricultural workers or migratory fishers, including children who are workers themselves and the spouses of such workers, who have been identified by the Migrant Education Program (MEP) as migrant children.

Contact William Cosme or Stan Young at 501-324-9660 if you have questions.

**Highly Mobile Students:** Highly Mobile students are any students enrolled in the district or school after October 1, 2006.

**Reading First Funded:** Reading First Funded students are those who participate in the funded Reading First program.

# Appendix E (Continued)

Choose the correct category for each Program according to the diagram below. Choose as many programs as apply. Please note that Column D, 1 Displaced students is not applicable to the 2007 administration. *Please note that these do not need to be gridded unless the student does not have a barcode, or the information printed on the barcode is not correct.*

The graphic below is intended to provide you with further assistance. The crossed-out areas indicate sections that *do not* need to be filled out.

# Appendix F: Coding the "Teacher Use Only" Box for Grades 3–9

Information coded in the "Teacher Use Only" box is used to place students in grades 3–9 in the appropriate reporting categories. Therefore, it is critical that the information requested be completed correctly as applicable to each student. Students' test results will not be reported correctly if the appropriate information is not included on their scorable documents. **Coding for students cannot be changed after scorable documents are sent to Riverside Scoring Service. All barcode information will override gridded information.**

Fill in the "Teacher Use Only" box on the demographic page of the grades 3–9 answer folder after all testing has been completed. The Test Administrator and the person authorized to mark the Free and/or Reduced Lunch section are the only persons who should mark this box.

Verify that students did not mark any circle(s) in the "Teacher Use Only" box.

There are eight sections within this box that are common to grades 3–9: ESI, Accommodations, Free and/or Reduced Lunch, Migrant Student, Highly Mobile, Gifted and Talented, and Limited English Proficient (with a subsection for LEP students less than one year in the United States). *The ESI, Accommodations, LEP<1 year, and Reading First Funded must be gridded regardless if the student has a barcode or not.*

At grade 3 only, there is an additional section for Reading First Funded students. **This section MUST be completed for any students in grade 3 who participate in the Reading First Funded program. This information is not included in the barcode.**

Complete all the sections of the "Teacher Use Only" box (if need be), as appropriate for each student, as shown on the following pages.

**ESI Students**

In the column labeled ESI (Exceptional Student Identification), Test Administrators will fill in a circle for any student who participated in the testing and is part of a specific educational program. Choose the correct category for each exceptional student according to the diagram below. Choose only one category. If more than one condition exists, choose the primary category.

**Description of ESI**

1. AU: autism

2. DB: deaf-blindness

3. HI: hearing impairment

4. MR: mental retardation (both TMR and EMR)

5. MD: multiple disabilities

6. OI: orthopedic impairment

7. OHI: other health impairment

8. SED: serious emotional disturbance

9. SLD: specific learning disability

10. SLI: speech or language impairment

11. TBI: traumatic brain injury

12. VI: visual impairment

# Appendix F (Continued)

**Accommodations**

In the columns labeled Accommodations, Test Administrators will fill in a circle for any accommodation used by an individual student. Choose the correct category for each accommodation according to the diagram below. Choose only one category. If more than one condition exists, choose the primary accommodation. See Appendix B for additional information on Accommodations.

  1. TRAN                A teacher transferred answers from the student's test booklet to an answer sheet.

  2. REC                   A teacher recorded the student's (verbal) responses on the answer sheet.

  3. SIGN                 A test administrator signed directions for a hearing-impaired student.

  4. PREF                 The student was given preferential seating (study carrel).

  5. SMGT               The student was tested in a small group.

  6. INT                   The student was tested individually so that the test could be read aloud.

  7. RMT/RWT          The student was read aloud an approved *ITBS* or *ITED* subtest.
                                   **Important:** *No portion of the reading test may be read to any student!*

  8. MD                   The student used a magnifying device.

  9. NB                   The student used noise buffers.

# Appendix F (Continued)

**Accommodations (Continued)**

10. IS                                    The student was scheduled individually and
                                          given extended time.

11. ET                                    The student was given extended time.

12. LPT                                   The student used a large-print test booklet.

13. BT                                    The student used a Braille test booklet.

14. AB                                    The student used an abacus.

**Programs**

See Appendix E: Programs for program definitions. The Test Administrator may choose all the programs that apply.

# Appendix G: Sample Student Label for Grades K–9

Below is a sample of the student label that will be provided for students at grades K–9 for The Iowa Tests. Verify that the information for each student is correct. If any of the information for a student is incorrect, or if the label is damaged, do NOT use the label. Instead enter and grid all the information requested on the demographic page of the scorable document. Please note that there is additional information included in the barcode that is not visible. Refer to earlier pages in the manual for more specific information regarding the barcode label.

```
BOUNAMACCI KATHLEEN          DOB: 11/1994
Riverside  District          GRADE: 4
ITASCA ELEMENTARY 2349       ID: 1100110011
LEA Number: 1100110011       GENDER: F

        ||||| ||| || ||||||||
        2101950153

                             March 2006
```

The pre-ID labels will include the following information from the student data file printed on the label:

- Student Name (Last, First)
- District Name
- District LEA Number
- School Name
- School LEA Number
- Date of Birth
- Grade
- Student ID Number
- Gender
- Test Date

The pre-ID labels will include the following information from the student data file as well, but will not be printed on the label:

- Ethnicity
- Free/Reduced Lunch
- Migrant Student
- Highly Mobile
- Gifted and Talented
- LEP

**Note: All of the information in the "Test Administrator Use Only" and "Teacher Use Only" boxes will need to be completed by the Test Administrator for each student with incorrect information printed on his or her student label. The ESI codes, Reading First Funded, LEP<1 year, and SPED Accommodations will need to be gridded regardless if a label is correct or not.**

# Appendix H: Required Affidavits and Forms

The forms listed below are provided on the following pages of this manual:

- Affidavit Waiver Form for Providing an Approved Accommodation

- Affidavit 1—District Level Test Security Form

- Affidavit 2—School Level Security Form

- Affidavit 3—Test Administrator Security Form

- Additional Materials Request Form

- Administration Feedback Form

**The Iowa Tests**
# Affidavit Waiver Form
# For
# Providing an Approved Accommodation

I provided an approved accommodation by _____for:

<div align="center">reading/transcribing</div>

Student Name: _____

Test Booklet Number (ITBS K–9 Only):_____

This was done for the following section(s) of The Iowa Tests:

____Grade K ITBS Level 5 (Form A) Section(s):_____

____Grade 1 ITBS Level 7 (Form B) Section(s):_____

____Grade 2 ITBS Level 8 (Form B) Section(s):_____

____Grade 3 ITBS Level 9 (Form B) Section(s):_____

____Grade 4 ITBS Level 10 (Form B) Section(s):_____

____Grade 5 ITBS Level 11 (Form B) Section(s):_____

____Grade 6 ITBS Level 12 (Form B) Section(s):_____

____Grade 7 ITBS Level 13 (Form B) Section(s):_____

____Grade 8 ITBS Level 14 (Form B) Section(s):_____

____Grade 9 ITED Level 15 (Form B) Section(s):_____

**I agree not to copy, use in my classroom, or discuss any of the test questions I have read.**

_____        _____
<div align="center">Date               Signature of Currently Certified Arkansas Staff<br>Providing Accommodation</div>

---

**Keep one copy for file and staple one copy to Affidavit 3—Test Administrator Security Form.**

This affidavit must be completed and signed by both the Superintendent and the District Test Coordinator. This affidavit must be returned with the Secure Non-Scorable Materials for the district according to the instructions in the *District and School Test Coordinators' Manual.*

District Name: _____ LEA#: ☐ ☐ ▬ ☐ ☐

Grade (check all that apply): ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9

---

**The Iowa Tests**

# AFFIDAVIT 1

**District Level Test Security Form**

I certify that I have informed all District and Building (School) Test Coordinators, and all persons who give these tests, of the secure nature of the test booklets and answer documents for The Iowa Test. These individuals have also been informed that unless there is an approved accommodation, they are not allowed to read test items or students' responses to test items.

To my knowledge, no one in this district has read, copied, reproduced, or released in any way the secure items or student responses to The Iowa Tests. As directed in the ACTAAP Iowa Test *District and School Test Coordinators' Manual,* all test booklets, K–3 *Test Administration Manuals,* grades 1 and 2 scratch paper, and all used answer folders for grades 3–9 have been packaged and returned to The Riverside Publishing Company.

I have read the statements above and understand that I am certifying that they are true. I understand that violating any of the Arkansas Department of Education's test security policies could result in revocation of my certificate.

District Superintendent's Name: _____
<div align="center">(PRINT OR TYPE)</div>

Signature: _____ Date Signed: _____

District Test Coordinator's Name: _____
<div align="center">(PRINT OR TYPE)</div>

Signature: _____ Date Signed: _____

---

# ACTAAP

Arkansas Comprehensive Testing, Assessment & Accountability Program

This affidavit must be completed and signed by both the Building Principal and the School Test Coordinator. This affidavit is to be returned to the District Test Coordinator at the completion of testing. This affidavit must be returned with the Secure Non-Scorable Materials for the district according to the instructions in the *District and School Test Coordinators' Manual.*

District Name: _____ LEA#: ☐ ☐ ▬ ☐ ☐

School Name: _____

Grade (check all that apply): ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9

---

**The Iowa Tests**
# AFFIDAVIT 2
## School Level Test Security Form

   I certify that to my knowledge, no one in this school building has read, copied, reproduced, or released in any way the secure Iowa Test items or responses to test items. As directed in the ACTAAP Iowa Test *District and School Test Coordinators' Manual,* all test booklets, K–3 *Test Administration Manuals,* grades 1 and 2 scratch paper, and all used answer folders for grades 3–9 have been packaged and returned to the District Test Coordinator.

   I have read the statements above and understand that I am certifying that they are true. I understand that violating any of the Arkansas Department of Education's test security policies could result in revocation of my certificate.

School Test Coordinator's Name: _____
(PRINT OR TYPE)

Signature: _____ Date Signed: _____

Building Principal's Name: _____
(PRINT OR TYPE)

Signature: _____ Date Signed: _____

---

# ACTAAP
Arkansas Comprehensive Testing, Assessment & Accountability Program

This affidavit must be signed by all Test Administrators (persons who give or help give the test) and returned to the School Test Coordinator. This affidavit is to be returned to the District Test Coordinator at the completion of testing. This affidavit must be returned with the Secure Non-Scorable Materials for the district according to the instructions in the *District and School Test Coordinators' Manual.*

District Name: _____ LEA#: ☐ ☐ ─ ☐ ☐

School Name: _____

Grade (check all that apply): ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9

---

**The Iowa Tests**
# AFFIDAVIT 3
**Test Administrator Security Form**

I certify that I have not read, copied, reproduced, or released in any way the secure Iowa Test items or responses to test items. I have not conducted any inappropriate test preparation activities with students that would invalidate the test results or give them an unfair advantage over others. As directed in the ACTAAP Iowa Test *District and School Test Coordinators' Manual,* all test booklets, K─3 *Test Administration Manuals,* grades 1 and 2 scratch paper and all used answer folders for grades 3─9 have been packaged and returned to the School Test Coordinator.

I have read the statements above and understand that I am certifying that they are true. I understand that violating any of the Arkansas Department of Education's test security policies could result in revocation of my certificate.

Test Administrator's Name: _____
<span style="font-size:smaller">(PRINT OR TYPE)</span>
Signature: _____ Date Signed: _____

...................................................................................................................................................................

Test Administrator's Name: _____
<span style="font-size:smaller">(PRINT OR TYPE)</span>
Signature: _____ Date Signed: _____

...................................................................................................................................................................

Test Administrator's Name: _____
<span style="font-size:smaller">(PRINT OR TYPE)</span>
Signature: _____ Date Signed: _____

...................................................................................................................................................................

Test Administrator's Name: _____
<span style="font-size:smaller">(PRINT OR TYPE)</span>
Signature: _____ Date Signed: _____

...................................................................................................................................................................

Test Administrator's Name: _____
<span style="font-size:smaller">(PRINT OR TYPE)</span>
Signature: _____ Date Signed: _____

...................................................................................................................................................................

# ACTAAP

Arkansas Comprehensive Testing, Assessment & Accountability Program

# Additional Materials Request Form – The Iowa Tests
# March 2007

District Name: _____ LEA#: ☐ ☐ – ☐ ☐

District Contact: _____ Phone #: _____

Please indicate the materials needed by entering the quantities below and fax a copy of this form to:
**Questar Educational Systems, Arkansas Project Coordinator FAX: 866-688-0419**

| Quantity | **Manuals** |
|---|---|
| _____ | District and School Test Coordinators' Manual |
| _____ | Test Administration Manual for Grade(s) _____ |

| Quantity | **Grade K Test Materials** |
|---|---|
| _____ | Consumable Test Booklets |

| Quantity | **Grades 1–2 Test Materials** |
|---|---|
| _____ | Consumable Test Booklets for Grade(s) _____ |
| _____ | Large Print Test Booklet(s) for Grade(s) _____ |

| Quantity | **Grades 3–8 Test Materials** |
|---|---|
| _____ | Test Booklets for Grade(s) _____ |
| _____ | Large Print Test Booklet(s) for Grade(s) _____ |
| _____ | Braille Test Booklet(s) for Grade(s) _____ |
| _____ | Answer Folders for Grade(s) _____ |

| Quantity | **Grade 9 Test Materials** |
|---|---|
| _____ | Test Booklets |
| _____ | Large Print Test Booklet(s) |
| _____ | Braille Test Booklet(s) |
| _____ | Answer Folders |

| Quantity | **Ancillary Materials** |
|---|---|
| _____ | Grade/Class Identification Sheets |
| _____ | Building Identification Sheets |

| Quantity | **Test Booklet Security Forms** |
|---|---|
| | Grade   School Name |
| _____ | _____ _____ |
| _____ | _____ _____ |

| Quantity | **Grades K–3 *Test Administration Manual* Security Forms** |
|---|---|
| | Grade   School Name |
| _____ | _____ _____ |
| _____ | _____ _____ |

| Quantity | **District Return Kit** |
|---|---|
| _____ | Return Kit Cover Letter |
| _____ | Order Form for Scoring Service (grades K–2) |
| _____ | Order Form for Scoring Service (grades 3–9) |
| _____ | UPS Return Instructions |
| _____ | UPS ARS Labels |
| _____ | Scorable Material Identifier Label (Orange) |
| _____ | Non-Scorable Material Identifier Label (Green) |

# ACTAAP

Arkansas Comprehensive Testing, Assessment & Accountability Program

# The Iowa Tests
# Administration Feedback Form
# March 2007

Please make a copy of this page and use it to report any problems that occurred during the March 2007 administration of The Iowa Tests.

District Name: _____ LEA#: ☐ ☐ – ☐ ☐

Person Responding: _____

Phone Number: _____

## FEEDBACK/COMMENTS

Materials Receipt: _____
_____
_____

Testing Materials/Manuals: _____
_____
_____

Return of Materials: _____
_____
_____

Other Issues: _____
_____
_____
_____

This form may be returned with the Secure Non-Scorable Materials shipment or mailed/faxed to:

Attn: Brenda Granstrom
Arkansas Program Coordinator
The Riverside Publishing Company
3800 Golf Road
Rolling Hills, IL 60008
FAX: 630-467-7150